

1977

## News from Hope College, Volume 8.4: November-December, 1977

Hope College

Follow this and additional works at: [https://digitalcommons.hope.edu/news\\_from\\_hope\\_college](https://digitalcommons.hope.edu/news_from_hope_college)



Part of the [Archival Science Commons](#)

---

### Recommended Citation

Hope College, "News from Hope College, Volume 8.4: November-December, 1977" (1977). *News from Hope College*. 18.  
[https://digitalcommons.hope.edu/news\\_from\\_hope\\_college/18](https://digitalcommons.hope.edu/news_from_hope_college/18)

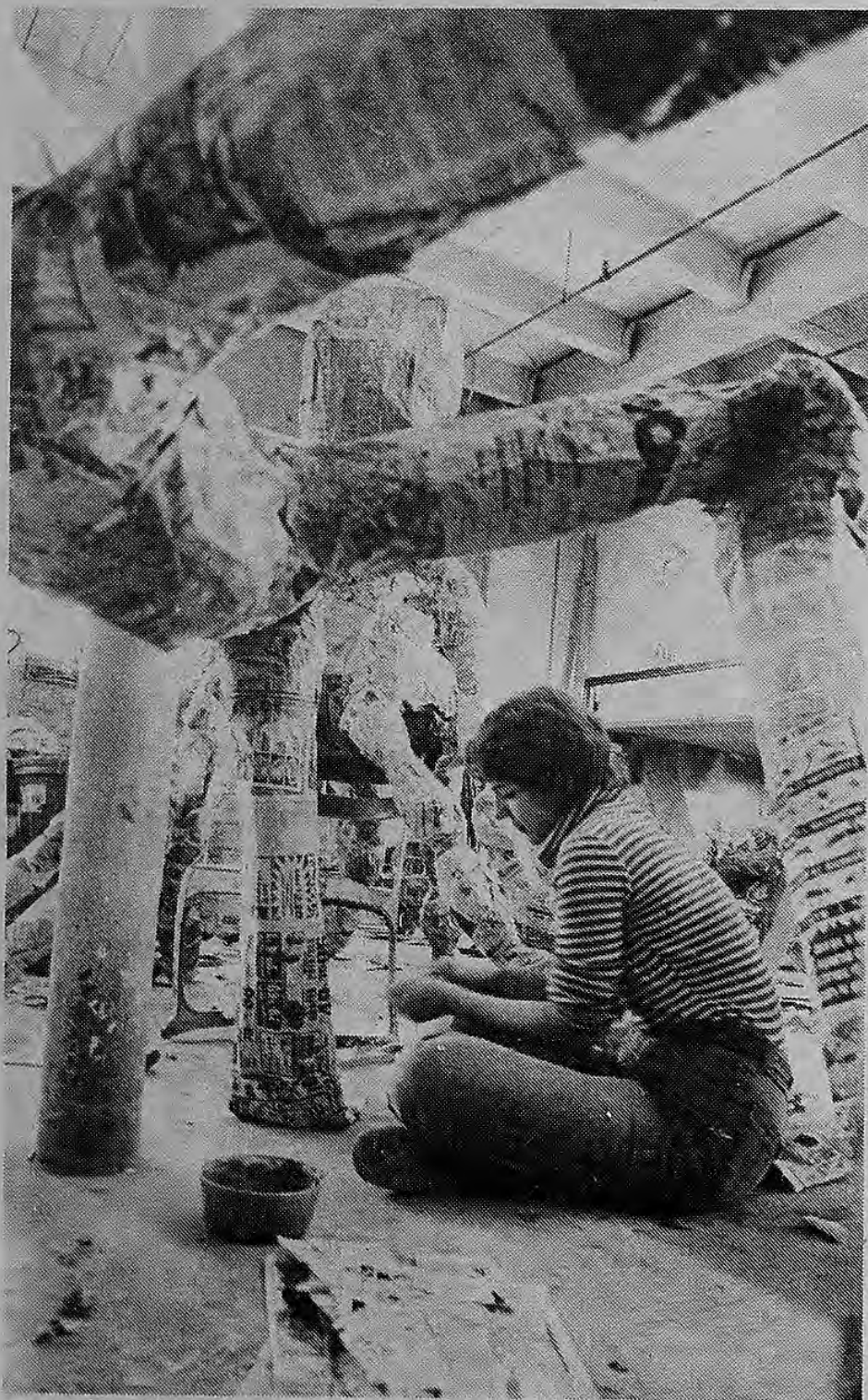
This Book is brought to you for free and open access by the Hope College Publications at Hope College Digital Commons. It has been accepted for inclusion in News from Hope College by an authorized administrator of Hope College Digital Commons. For more information, please contact [digitalcommons@hope.edu](mailto:digitalcommons@hope.edu).

Vol. 8, no. 4

# news from Hope College

NOVEMBER  
DECEMBER '7

PUBLISHED BY THE HOPE COLLEGE OFFICE OF COLLEGE RELATIONS



*The Apocalypse? Refugees from an H. G. Wells novel? Scenes from Sesame Street? Turn to page 4 to find out.*

## Hope Alumnus Honored As Outstanding Educator

Richard F. Welch '50 has been named the recipient of a 1977 American Chemical Society (ACS) Central Regional Award for outstanding high school chemistry teaching and exceptional contributions to science education. Welch, a member of the Dearborn (Mich.) High School faculty, was one of only seven high school teachers to be honored in the country this year with an ACS regional award.

In 1968 Welch was named the first recipient of the Michigan Outstanding Chemistry Award, sponsored by the Michigan Chemical Council and Manufacturing Chemists Association.

In 1973 Welch received a Hope College Distinguished Alumnus Award, citing him as an outstanding teacher of chemistry. He has been influential in bringing quality students to Hope, including Presidential Scholars

Michael Walters and Ross Thornburg, both freshmen. Welch's son Jeff, also a Presidential Scholar, is a Hope sophomore.

Welch is a member of the Detroit Section of the ACS and serves on its Educational Committee. He was a charter member, the first vice president and the third president of the Michigan Science Teacher's Association. He is also a member of the Michigan Educational Association, the Michigan Federation of Teachers, and the School Science and Mathematics Association.

He holds the M.A. degree from Western Michigan University and has continued his education with graduate courses in physics and chemistry. He has also been a participant and chairman of many workshops for science teachers, and has regularly attended National Science Foundation institutes.

## Today's TV Is More Boring Than Shocking: Tillstrom

"As a TV viewer, I find this year I'm bored—not even disturbed or shocked, but just bored," said Burr Tillstrom, creator of "Kukla, Fran and Ollie" and teaching associate in theatre at Hope.

"In the business of TV, each network wants the largest audience at all hours of the day so it can charge the maximum for commercial time. This leads to the 'lowest common denominator' approach to broadcasting," said Newton Minow, former chairman of the Federal Communication Commission, who shocked the public in 1961 by labeling television programming "a vast wasteland."

The occasion which brought the two experts together was Minow's two-day visit to Hope. Minow and Tillstrom echoed each other's claims that television has great potential but is sorely in need of improvement.

Tillstrom said he believes it's part of human nature to be fascinated with horror and another's misfortune. "But I see no reason to encourage this the way TV does, just as I see no reason to encourage pornography or tastelessness. I think taste is an important thing—it's not snobbish, it has to do with improving."

Minow added that the industry seems to waste its efforts trying to deny various levels of TV-induced harm, rather than focusing on the more positive issue of how the medium might be used to help people.

The former co-chairman of the League of Women Voters committee that coordinated the 1976 presidential debates, Minow said public broadcasting will be strong enough in five years to significantly influence commercial TV. But he emphasized that the public broadcasting system must not become totally dependent on government funding.

Minow and Tillstrom wholeheartedly agreed that there is too little live TV programming. When film is used, it should be used in "a television way," Tillstrom said, pointing to the now-defunct "Mary Tyler Moore" show as an example.



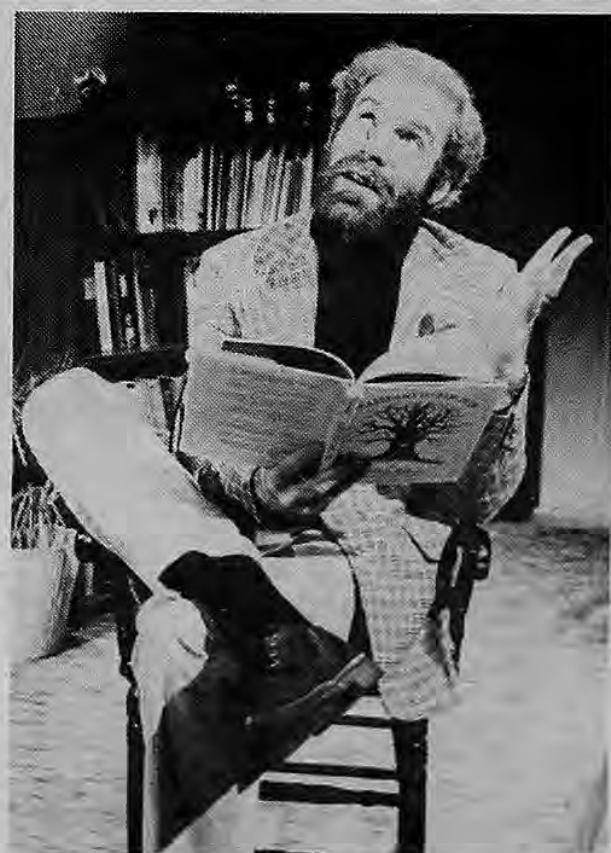
"When Mary went somewhere, we didn't see her leave her apartment, go out into the street, get into her car and then speed across town until she got where she was going. We only saw her closing her apartment door."

Tillstrom mentioned a Christmas special he had just finished taping with The Carpenters musical duo.

"It was a fine show, but everything was preconstructed. Ollie can lip-sing better than I can."

Minow added: "When it began, the whole point of TV was to take you away to where something was happening. Now TV has become a big film projector."

Each issue of *News from Hope College* this year is providing you with an in-depth, up-to-date look at one of the four academic divisions of Hope College. This issue focuses on the Humanities Division, beginning on page 7.







Newest and largest of the six research reactors in operation at Oak Ridge is the 100 megawatt High Flux Isotope Reactor. HFIR, which produces the world's highest neutron flux, is a key facility in the national program to produce and conduct research on man-made elements heavier than plutonium. (Photo courtesy Oak Ridge National Laboratory.)

## Eldridge Cleaver Describes Conversion to Christianity

Eldridge Cleaver, former Black Panther militant converted to Christianity, told Hope students he was "glad the Lord didn't write into his Scripture that everyone but Eldridge Cleaver could be saved."

Cleaver was on campus for two days in mid-October for a series of classroom presentations and a public lecture, under the auspices of the chaplain's office.

Free on \$100,000 bond for charges of attempted murder stemming from a 1968 shootout between Black Panthers and members of the Oakland police force, Cleaver said that the biggest change in his life is his attitude toward people.

"Since becoming a Christian, I haven't met one person that I don't love."

In his public lecture "Then, Now and What Happened" Cleaver traced his life story for a near-capacity audience in Dimnent Chapel. Born in Arkansas the grandson of two ministers, Cleaver said it was predicted he too would become a preacher. The family moved to California when Cleaver was 12 years old and he said within a few years "the jailhouse had a revolving door for me."

In 1965 while serving a 10 year sentence in Folsom Prison the high school dropout began writing his now-famous *Soul on Ice*.

"I wrote the book out of desperation and the knowledge that my life had to change or I would die in prison."

After his release in 1966, Cleaver turned from criminal activities to black struggles and became minister of information for the Black Panther party. After the 1968 Oakland shoot-

out, he was ordered to San Quentin Prison on charges of parole violation.

"I was given 60 days to decide whether to pack a small bag and go to prison, or to pack a bigger bag and go farther away."

Cleaver chose to flee the country and spent seven years in exile in Cuba, Algeria and France. He said he became disillusioned with other governments, and what he had once called "the American nightmare" began to evolve for him into the American dream.

Cleaver described to the Hope audience his dramatic conversion which took place in southern France while watching a full moon. He said he saw his own face and the faces of his former heroes—Mao Tse-tung, Malcolm X, Karl Marx and Fidel Castro—pass across the face of the moon. These faces were replaced by that of Jesus, said Cleaver, and he began reciting the 23rd Psalm and the Lord's Prayer.

The next morning he began to make arrangements to return to the U.S. and surrender to authorities. After arriving home on Nov. 18, 1975, he spent his first nine months in prison before his \$100,000 bond was arranged by conservative Philadelphia millionaire Arthur DeMoss.

Cleaver said he now has two prides in his life—"my family and the work I have been given, to share my life with others."

He has been touring campuses and appeared on Robert Schuller's "Hour of Power" television program. Cleaver's second book *Soul on Fire* is scheduled to be off the press in February.

## Oak Ridge Lab Combines Liberal Arts with Research

The following story on the Oak Ridge Science Semester is second in a News from Hope College series on domestic, off-campus study opportunities for Hope students.

In the Cumberland foothills, 60 miles from the Great Smokey Mountains, students and experts work side by side at Oak Ridge National Laboratories exploring areas of current scientific interest and uncertainty.

The Great Lakes Colleges Association's Oak Ridge Science Semester offers Hope students opportunities for research and study in all the major branches of chemistry, physics, biology, and more recently computer science and the social sciences—all in the setting of one of the world's major research centers.

This semester three Hope computer science students—Dale Boss, a senior from Palos Heights, Ill.; David Boundy, a junior from Holland, Mich.; and Sandra Burke, a senior from Addison, Mich.—are among the 25 GLCA students at Oak Ridge. Dr. Herbert L. Dershem, associate professor of mathematics, and computer science, is also at ORNL as this year's director of the GLCA program.

Each of the selected students spends 40 hours per week in research as an assistant to an Oak Ridge scientist. The student also selects one senior level course (four GLCA professors accompany students to Oak Ridge) and participates in an interdisciplinary seminar led by ORNL scientists. Toward the end of the semester, students present 30-minute individual oral reports to the GLCA group and ORNL research supervisors.

A unique aspect of the Oak Ridge program is that it affords participants the opportunity to engage in intensive scientific research while continuing the liberal arts experience. Students are exposed to ethical issues involved with scientific experimentation, and are able

to test the validity of the liberal arts principle in a research environment.

This semester Dale Boss is conducting a computer simulation of statistical cluster analyses of well water samples, for the purpose of determining where high concentrations of uranium might be found.

Sandra Burke has been reprogramming a computer simulation of cryosurgery in two dimensions. Ultimately, the simulation will be expanded to three dimensions, affording valuable information on effects of "cold probes" that aren't visible from the surgeon's vantage point.

David Boundy has been writing a computer simulation program for a separation scheme of  $U_{235}$  and  $U_{238}$  that would be more efficient than the traditional membrane-passage scheme.

The Oak Ridge Science Semester program began in 1970. The Oak Ridge National Laboratories were established in 1943 for the purpose of extracting plutonium from spent reactor slugs. When the Atomic Energy Act passed in 1946 and the Atomic Energy Commission was formed, ORNL became responsible for nuclear energy research.

Since 1974 Oak Ridge has been responsible to the Energy Research and Development Administration and has grown into a huge, multidisciplinary and multipurpose institution.

Each Oak Ridge participant earns 16 hours of academic credit: 8 for research, and 4 each for the interdisciplinary seminar and the senior level course.

Applications may be obtained from Dr. David Klein, professor of chemistry and Hope coordinator of the Oak Ridge Semester. Tuition is roughly equal to the average tuition at GLCA schools. Students provide for their own room and board.



## No One Loses Nykerk

Sophomore Jennifer Nielsen of Elkhart, Ind. wrote her observations on Nykerk for campus radio station WTAS prior to this year's event which was won by the freshmen.

At my very first Nykerk meeting last year, the coaches explained Nykerk in two ways. One was the clinical definition—Nykerk is competition between freshmen and sophomore women in song, drama and oration. The other definition was emotional, and as freshmen, we really didn't understand—Nykerk is a feeling. Or rather it's a mixture of feelings, hope, fear, friendship, frustration, and some strange undefinable tingling that happens in the warm-up room five minutes before curtain. It's when you realize "this is it." Three weeks of practice and notes from morale guys are behind. The navy skirt has been ironed, the sweater taken out of the

plastic bag from the cleaners. Dark shoes have been begged, borrowed or polished. And mom brought her white gloves to you last night.

What happened next is a blur. I remember standing to sing, squeezing the hand I was holding on each side and taking a deep breath. And I remember smiling—smiling 'till my jaws ached. Then it was over. The sophomores won. But I remembered what had been said at rehearsals: "No one loses Nykerk. When you meet in the middle it doesn't matter which number is going to be engraved on the cup." I think the freshmen were all a little disappointed that we'd lost, but that feeling's gone now. It's been replaced by the anticipation of tomorrow night. And when you meet in the middle and hug your best friend, or the girls you stood between, or the girl you always saw but never met, your feelings for them will never be the same.

news from  
**Hope College**

PUBLISHED BY THE HOPE COLLEGE OFFICE OF COLLEGE RELATIONS

Vol. 8, No. 4

November/December 1977

Published for Alumni, Friends and Parents of Hope College. Should you receive more than one copy, please pass it on to someone in your community. An overlap of Hope College constituencies makes duplication sometimes unavoidable.

Editor: Tom Renner

Editorial Assistant: Eileen Verduin Beyer

Alumni Assistant: Phyllis Kleider

Reporter: Debra Hall

Photo Credits: Paul Hartje, John Kobus, Andy Loree, Martin Wick, Holland Sentinel

Official Publication: news from Hope College is published four times a year by Hope College, 85 East 12th Street, Holland, Michigan 49423

Second class postage paid at Holland, Michigan 49423 and additional offices of entry



# Why Hope?

## National Merit Freshmen Give Reasons

This year there are approximately 3700 National Merit Scholars in the United States. Seventeen of these exceptional freshmen are enrolled at Hope College. That means there are more National Merit freshmen attending Hope than any other private college in Michigan. Comparing Hope's number of National Merit Scholars with that of other colleges and universities with enrollments of less than 3000, Hope ranks among the top 30.

Why Hope? *News from Hope College* recently asked several of the College's National Merit freshmen that question.

Elizabeth Northrop of Madison, Wis. says she chose Hope because she "liked the beautiful campus, the friendly people, and Hope's good science department."

She became acquainted with Hope while vacationing on Lake Michigan. Having grown up in a university town, Elizabeth says the relative smallness of Hope impressed her.

Hope was the only school to which she applied. She was initially planning on pre-medical study, but says she's now open to some other possibilities, including psychology or English.

then I know it's time to do something else for a while."

Marianne Dykema, a fourth generation Hopeite from Spring Lake, Mich., says she chose Hope for "lots of reasons."

Taking a deep breath, she proceeds to list them: Hope's affiliation with the Reformed Church in America, its strong science division, that "it's just a good school, period," its smallness, its commitment to the liberal arts principle, and her familiarity with Hope through the chain of parents, grandparents and great-grandparents.

"I really liked the idea that Hope wasn't what I'd call an overly religious school but that here you could be a Christian without people thinking you're strange."

Marianne has been especially impressed this semester with the professor-student contact at Hope. She relates the experience of a friend attending a state university whose first hour class consists of 500 students listening to a taped presentation, and contrasts this with "the really nice profs" at Hope. She says Hope professors know students' names and are always happy to give extra help if the



Marianne Dykema

Elizabeth says her grade point average at midterm was significantly lower than her high school GPA. "But I had already been warned that would happen, so it didn't bother me too much. I've also been told it will go back up again."

Scott DeWitt of Sterling, Ill. grew up being familiar with Hope. His father, Warren, is an alumnus from the class of 1950 and his brother Mark and sister Gail are also Hope graduates. Until two years ago, the DeWitt family lived in nearby Grand Rapids. He says he visited several other liberal arts schools, but settled on Hope because "it's a good school and I liked the campus."

He says his first impression of Hope was "it was empty"—not surprising since he arrived a week before his classmates for football practice.

Scott hasn't yet decided on a major. "Liberal arts is really good for me because it gives me a taste of everything until I know what I want to do. A wide range of courses gives me the vantage points of what other people think. It's a good basis for a decision."

His toughest classes this semester are Introduction to Liberal Studies and Differential Equations. But Scott says he likes them both.

The defensive end football player is taking voice lessons and hopes to become a part of the College Chorus. He's also playing intramural basketball.

Scott thinks students don't have to make a choice between activities and good grades.

"Good grades, for me, aren't a matter of time. I can study just so long and my brain stops and



Scott DeWitt

student asks. She also found it a pleasant surprise that her advisor entertained his advisees in his home. "It showed he really cares about us."

Marianne was also impressed with the Nykerk Cup competition between freshman and sophomore women. "Our class is big enough so that everyone doesn't know everyone else but small enough to get together and do something like Nykerk—there's nothing else like it."

Cal Folkert of Holland, Mich. jokingly says he picked Hope "so my mother can be my laundry woman." The son of Jay Folkert '39, professor of mathematics at Hope, Cal says linear algebra is his easiest course this semester. He's considering a major in mathematics or one of the other sciences.

Cal thinks SAT national test scores have declined in recent years because "high school students don't seem to have the discipline and wanting to learn that I've been told they used to have."

Cindy Van Ark of Grand Rapids, Mich. is considering a career in engineering or a health field, but at this point remains undecided. She chose Hope because of her familiarity with the College (her father, Bernard, is a 1956 graduate), because of Hope's affiliation with



Cynthia Van Ark

the Reformed Church in America, and because she was looking for a small school.

The former Powder Puff football player hopes to be active in intramural football play at Hope. She thinks students can be active on campus and keep up their GPA if they "first get organized."

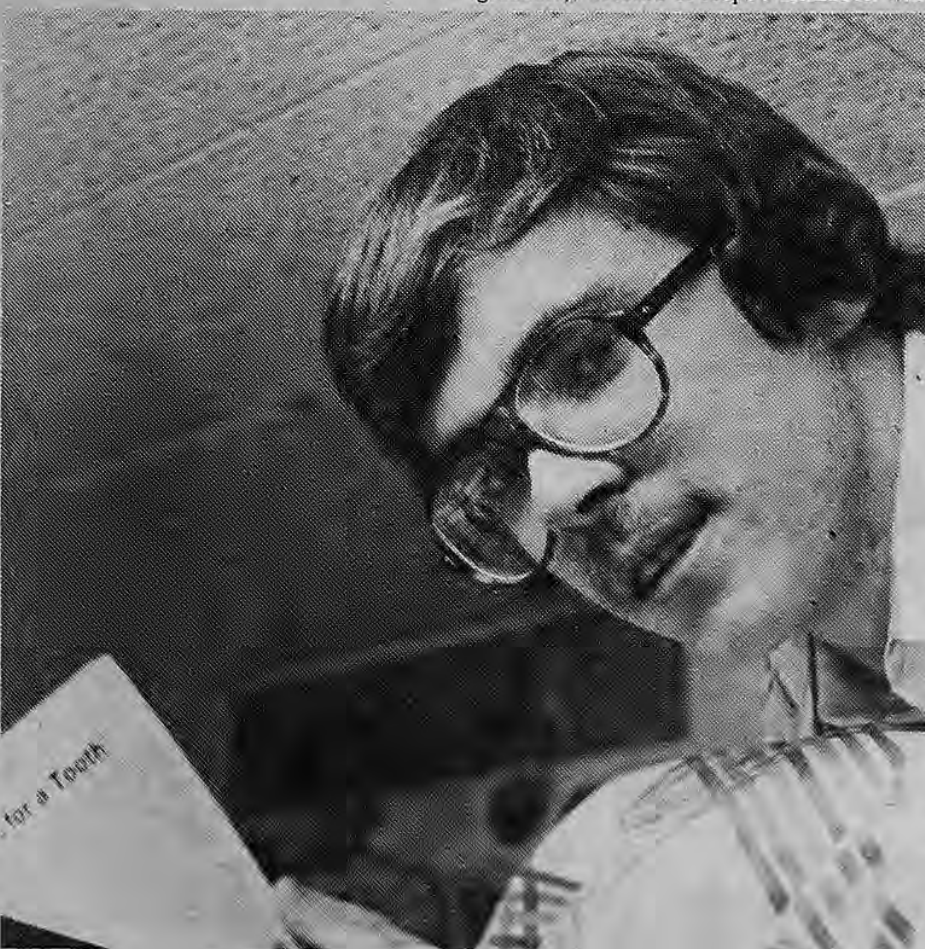
Cindy says most women students no longer think in terms of becoming a homemaker or having a career—they either plan to do both or plan for a career to which they can return.

Phil VanderHaar of Orange City, Iowa is a third generation Hopeite who chose Hope for its "good record in graduate school admissions."

He sent inquiries to several other small liberal arts colleges before applying to Hope.

Phil says the amount of reading required in his Hope classes required a period of adjustment. "I knew a lot of studying would be involved in my classes when I came, but I guess I wasn't really prepared for the degree."

He's considering a career in law and a possible major in history, and affirms the value of the liberal arts: "I want to learn about many things. I'm still basically undecided career-wise. Liberal arts gives me a chance to explore."



Phil VanderHaar



# Time to Support... Time to Shine



Prof. Cecil and orchestra in the pit.

"It's the pits" is a slang way of saying "it's a drag" . . . which used to be a slang way of saying "it may be good for you but you won't like it." That's how some musicians feel about "the pit"—short for orchestra pit—that low place between the audience and the stage where they rarely see anything and no one ever sees them.

But without the "pit-player" (not to be confused with bit-player who at least is up there in the light!) Hope's theatre could not have done its last production of the musical "Carnival." The musicians were down there in a cramped, crowded space for late night technical rehearsals, performances one after another, under a stage built out over their heads so actors were literally on top of them and out of sight. That's not the ideal, romantic vision a music student has when he enters the arts, studies with a fine teacher, plans a career in music. But that is the way it is, at least part of the time, for all but the rare few who, as they say in the business, "concertize." It's the way it was for nearly three weeks while "Carnival" was getting on its feet.

Hope's musicians sacrifice when they work in the theatre. Bob Cecil, professor of music, knew that when he agreed to conduct for the production. He said afterward, "Every good musician learns that there are moments when he supports and moments when he shines. Working with the orchestra was a lot of fun for me and I was very impressed with their competence, their professional attitude and their commitment to the success of the show."

"Carnival" was built to a large extent on Music Department talent. Stuart Sharp, the department's chairman, was vocal coach. He discovered a few voices no one knew about,



Prof. Cecil out-front with Hope band.

improved a few others, and did a conjuring trick or two with the always present monotones. Carolyn McCall, a junior from Hillsdale, Michigan, sang the lead role of Lili, and the following week for a change of pace, was one of the soloists in the Vaughan Williams *Mass in G Minor* performed by the Chapel Choir. Other music majors performed as well, Jim Taylor and Judy White for example. But always beneath them giving them support, were the pit musicians who are not pictured on this page.

Bob Cecil recalled that fifteen years ago he resigned his chair in the orchestra of the Broadway production, *A Funny Thing Happened on the Way to the Forum* to come to Hope College. In those days he was "in the pit," and that's why he knows how a musician

feels when midnight comes along at a final dress rehearsal and there are exams to pass and classes to attend the next day. Bob remembered that his last Broadway show was relatively easy to endure because he could at least see the stage and on it the wonderful, zany Zero Mostel. Zero played to the musicians in the pit and loved to crack them up. Bob recalled one saxophone player saying to him, "if you laugh that hard at Zero every night, the manager of the theatre will make you buy a ticket."

Sometimes theatre folks forget "to play" for the men and women in the pit. If the reverse were true . . . well, it doesn't need to be said. We all hope the path between the Music and Theatre Departments stays well worn.

## 3-D Designs Test Campus Imagination

By Kevin Kelley

The Apocalypse? Refugees from an H. G. Wells novel? Or perhaps scenes from an early Sesame Street. Not quite; but those are all quite understandable reactions to the creatures in the photos. In its latest effort to bring art to the people, Hope's Art Department placed these unlikely objects d'art in oft-frequented spots about campus.

The figures were created by the 3-Dimensional Design class, under the supervision of Delbert Michel, associate professor of art. According to Michel, the project was inspired by a desire to create something which demanded to be seen. The student designers wanted to confront the campus community with pieces of art in their everyday environment. The sculptures were designed with a particular space in mind, and then placed strategically, so that the people would be forced to "bump into them; to walk under and around them."

The objective of 3-dimensional design is to learn to design environmental space in order to communicate to the people who use it. In other words, to work with contrasts in the

given environment, which affect people in their space; which affect their spirit. According to Michel, most people are indifferent to art. He stated, "They don't realize the impact that architecture and the presence of art, or lack of it, can have on their mood and outlook in general."

Referring to the figures placed about campus, he said that 3-D design can be as much an event, as the creation of a particular piece of art. "The reactions of the people are as important to the artist as the actual creating of the work," he stated. "The arts must try to relate to the person on the street. An artist must try to reach the public, on his own terms. That's important."

When asked if there were plans for future events such as this, Michel said that he is hopeful more can be done to put art where the people are. "I have become acutely aware of the need on our campus for more art to be made accessible to the students, and the community as a whole," he said. "Even to the point of placing art in the center of traffic flow. We should do everything possible to make the space which we use interesting and pleasing."





# Recitals Show Faculty in Action

By Barbara Dee Folensbee Timmer '43

Members of the Hope College family and the greater Holland community are indeed fortunate to have a superb college music department in their midst. That statement has been heard many times in connection with the various cultural and academic offerings constantly available. One very special facet which deserves much recognition and appreciation is the Hope College Faculty Chamber Concerts.

Under the expert, quiet, behind-the-scenes guidance and coordination of Professor Joan Conway, this series has been available to the general public and the college community for the past nine years. Each of the five concerts is held on a Sunday afternoon in the Wichers Auditorium on campus and lasts approximately one hour. After attending just one of these concerts, being present at ALL of them becomes a compulsion.

They are special in a number of ways. The performances feature works both old and new in a variety of instrumental and vocal combinations, i.e. organ and trumpet, soprano/flute/harpichord, violin/double bass/piano, not to mention a large choral work and a large chamber group (really a small orchestra) composed of faculty, community people, and students. Professor Conway begins to organize these concerts and completes the schedule just as school opens in the fall. As Dr. Stuart Sharp, chairman of the department, says, "Joan carries on a crusade for performers but ends up with more than enough to fill the schedule." Regularly scheduled faculty music concerts are unique in this area. Rehearsal time often is difficult to schedule. Participants can be heard practicing late on a Saturday night, the only free time any of them can arrange during a busy week.

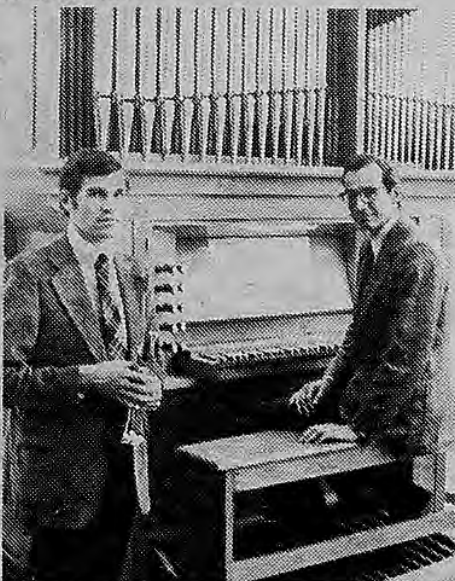
In addition to delighting the audiences, these concerts are very valuable in other ways. They are beneficial for the faculty in keeping up their performance level; their students are able to see excellence in action; and the particularly competent students are occasionally invited to perform with their teachers. These concerts demonstrate the

willingness of the members of the music faculty to go far beyond the professional requirements of their teaching responsibilities.

Anyone interested in pursuing a musical education at Hope College will be interested to know that Hope offers the Bachelor of Music Degree in both Performance and Music Education. Hope also offers the Bachelor of Arts Degree in Music with an emphasis in music history or theory.

Many students with majors outside the field of music maintain an active interest in a wide variety of vocal and instrumental ensembles such as the Hope College Band, the Symphonette, and Chapel Choir. Private instruction is available to all students regardless of their academic major. In fact, many fine students in the sciences and humanities are attracted to Hope College because of this unique opportunity for high quality private music instruction.

EDITOR'S NOTE: Future Faculty Chamber Concerts will be held Feb. 12, March 12, and April 19. Each begins at 4 p.m. in Wichers Auditorium.



Bruce Formis, trumpet and Roger Davis, organist



Anthony Kooiker, harpsichord; Mary Bierling, soprano; Helen Dauser, flute

## Arts Calendar

### JANUARY

- 19 Music Department Student Recital; Wichers Aud., 7 p.m.
- 24 Guest Recital: Larry Maxey, clarinetist and Linda Maxey, marimbist; Wichers Aud., 8 p.m.
- 27 Don Redlich Dance Co.; Civic Center, 8 p.m.

### FEBRUARY

- 2 Student Recital; Dimnent Chapel, 7 p.m.
- 3 Senior Recital: Joan VanderKooi, alto & Daniel Smith, pianist; Wichers Aud., 8 p.m.
- 10 Michael Newman, guitarist; Dimnent Chapel, 8 p.m.
- 11 Senior Recital: Gaye Rudis, pianist & Marianne Walck, violinist; Wichers Aud., 8 p.m.
- 12 Faculty Chamber Music Concert; Wichers Aud., 4 p.m.
- 19 Guest Recital: Nicholas Kynaston, English concert organist; Dimnent Chapel, 8:30 p.m.
- 23 Mich. Church Related Colleges Chamber Choir Festival, Dimnent Chapel, 8 p.m.
- 24 Senior Recital: Douglas VanDenBerg, pianist; Dimnent Chapel, 8 p.m.
- 23,24,25 "Life With Father"; DeWitt Center, 8 p.m.
- 25 Senior Recital: Stephen Eliason, cellist; Wichers Aud., 8 p.m.
- 26 Delta Omicron Musicale; Wichers Aud., 3 p.m.
- 27 Faculty Recital: Linda Branner, violinist & Joan Conway, pianist, Wichers Aud., 8 p.m.
- 28 Senior Recital: Jean Poppen, soprano and Rachel Huttar, violinist; Wichers Aud., 8 p.m.

### MARCH

- 1,2,3,4 "Life With Father"; DeWitt Center, 8 p.m.
- 2 Student Recital; Wichers Aud., 7 p.m.
- 2 Workshop: Daniel Adni, pianist; Wichers Aud., 2 to 5 p.m.
- 3 Young Concert Artists, Daniel Adni, pianist; Dimnent Chapel, 8 p.m.
- 4 Senior Recital: Kathryn Mason, pianist; Dimnent Chapel, 8 p.m.
- 7 Hope College Orchestra Concert; Dimnent Chapel, 8 p.m.
- 10 Hope College Band Kletz Concert; DeWitt Center, 8 p.m.
- 11 Senior Recital: Sandra Ritchie, violinist and Laurie Dunn, pianist; Wichers Aud., 8 p.m.
- 12 Faculty Chamber Music Concert; Wichers Aud., 4 p.m.
- 13 Workshop: Daniel Phillips, violinist; Wichers Aud., 2 to 5 p.m.
- 14 Daniel Phillips, violinist; Dimnent Chapel, 8 p.m.
- 16 Senior Recital: Lynn Berry, soprano & William Ashby, tenor; Dimnent Chapel, 8 p.m.
- 17 Senior Recital: Debra Cleason, pianist and Holly Warren, soprano; Wichers Aud., 8 p.m.
- 19 Faculty Recital: Anthony Kooiker, pianist; Dimnent Chapel, 3 p.m.
- 21 Senior Recital: Scott Bradley, trombonist; Dimnent Chapel, 8 p.m.

### APRIL

- 8 Senior Recital: Linda Pyle, clarinetist and Judy McKenna, soprano; Wichers Aud., 8 p.m.
- 9 Faculty Chamber Music Recital; Wichers Aud., 4 p.m.
- 11 Student Chamber Music Concert; Wichers Aud., 8 p.m.
- 15 Michigan Opera Theatre: Madame Butterfly; Holland High School Aud.
- 18 Concert: Symphonette & Wind Ensemble; Dimnent Chapel, 8 p.m.
- 20 Senior Recital: Gary Oegema, tenor and Noel Wing, trombone; Wichers Aud., 8 p.m.
- 21 Senior Recital: Lynn Owen, soprano and student string quartet; Wichers Aud., 8 p.m.
- 22 Detroit Symphony Concert; Holland Civic Center, 8 p.m.
- 27,28,29 "The Runner Stumbles" DeWitt Center, 8 p.m.
- 27 Student Recital; Dimnent Chapel, 7 p.m.
- 28 Senior Recital: Randy Weener, French horn and Paul VanSchouwen, trumpet; Wichers Aud., 8 p.m.
- 30 Music Department Concert: Hope College Band and Holland High School Band; Holland High School Aud., 3 p.m.
- 30 Hope College Chapel Choir Concert; Dimnent Chapel, 8:30 p.m.

### MAY

- 2 Concerto Concert: Hope College, Orchestra and Symphonette with winners of student auditions; Dimnent Chapel, 8 p.m.
- 3,4,5,6 "The Runner Stumbles"; DeWitt Center, 8 p.m.
- 5 Senior Recital: Anne Boven, soprano; Wichers Aud., 9 p.m.
- 18,19,20 Tulip Time Organ Recitals: Dimnent Chapel; Twenty minute programs given every hour from 10 a.m. to 4 p.m.



## Vespers on the Air

Over 50 radio stations throughout the country will broadcast a one hour tape of this year's Christmas Vespers. You should consult the station in your area for date and time. Stations that had notified Hope College of their intentions to broadcast the program as of Dec. 5 were:

### MICHIGAN

Adrian—WLEN  
Alpena—WATZ  
Battle Creek—WDFP  
Bay City—WCHW  
Bernie Springs—WAVS  
Big Rapids—WBRN  
Bloomfield Hills—WBFH  
Cadillac—WITW  
Clare—WRNN  
Coldwater—WTVB/WANG  
Detroit—WBFG

Detroit—WEXL  
Dowagiac—WDOW  
Flint—WTRX  
Fremont—WSHN  
Gaylord—WATC  
Gladwin—WJEB  
Grand Haven—WGHN  
Grand Rapids—WCSG  
Grand Rapids—WFUR  
Harrison—WKKM  
Hillsdale—WCSR

Holland—WHTC  
Holland—WJBL  
Houghton—WHDF  
Houghton—WHGR-WJGS  
Interlochen—WIAA  
Iron Mountain—WJNR  
Jackson—Family Life Radio  
Kalamazoo—WKZO  
Lapeer—WMPC  
Ludington—WKLA  
Menominee—WAGN  
Muskegon—WKJR  
Muskegon—WQWQ  
Newberry—WNBV  
Plymouth—WSDP  
St. John—WRBJ  
St. Joseph—WSMJ/WIRX  
South Haven—WJOR  
Spring Arbor—WSAE  
Tawas City—WIOS  
Three Rivers—WLKM

West Branch—WBMI  
Zeeland—WZND

### MISSOURI

St. Louis—KSLH

### NEW YORK

Buffalo—WNED  
Syracuse—WMHR

### VIRGINIA

Richmond—WRFK

### OHIO

Cincinnati—WGUC

### OREGON

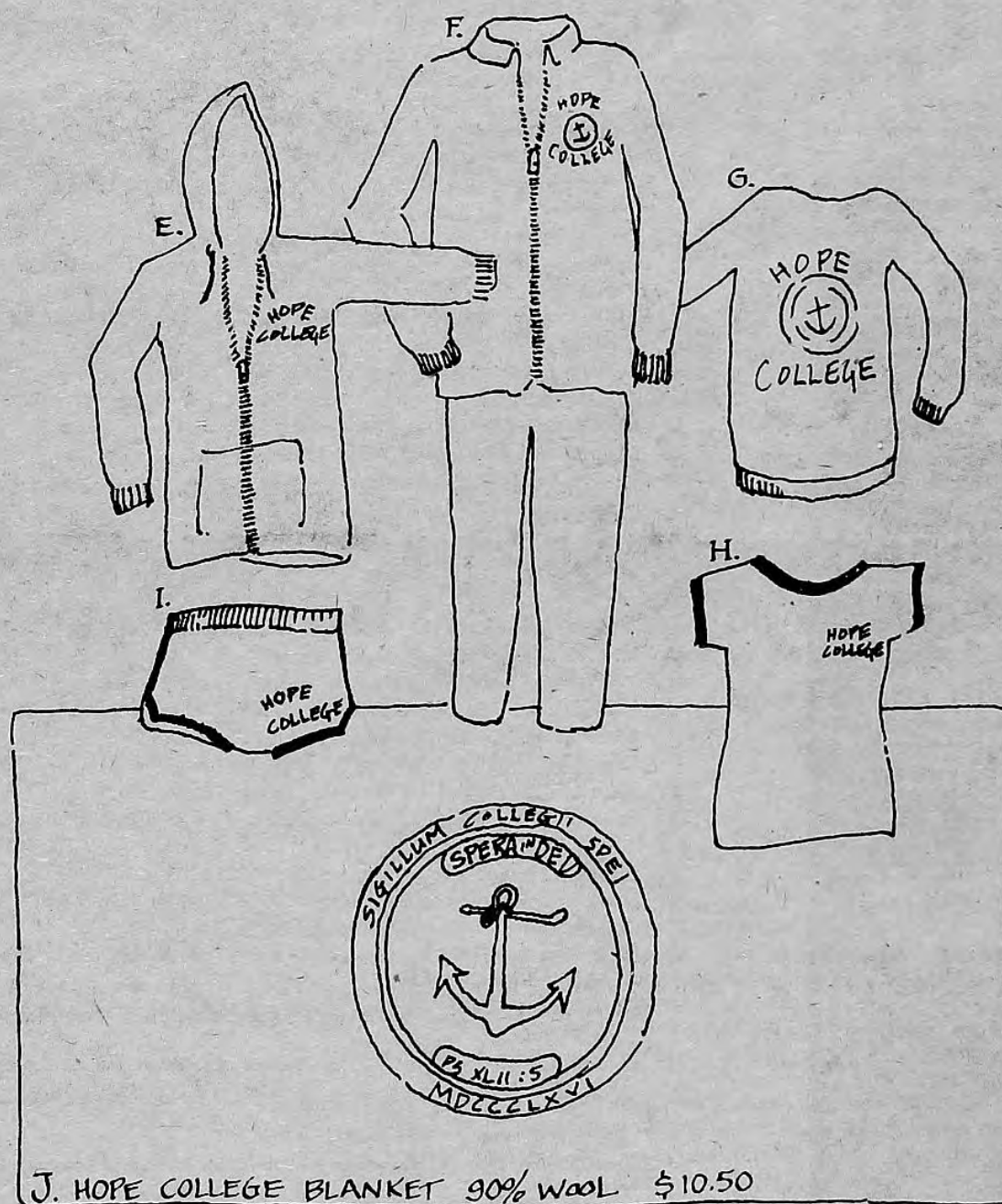
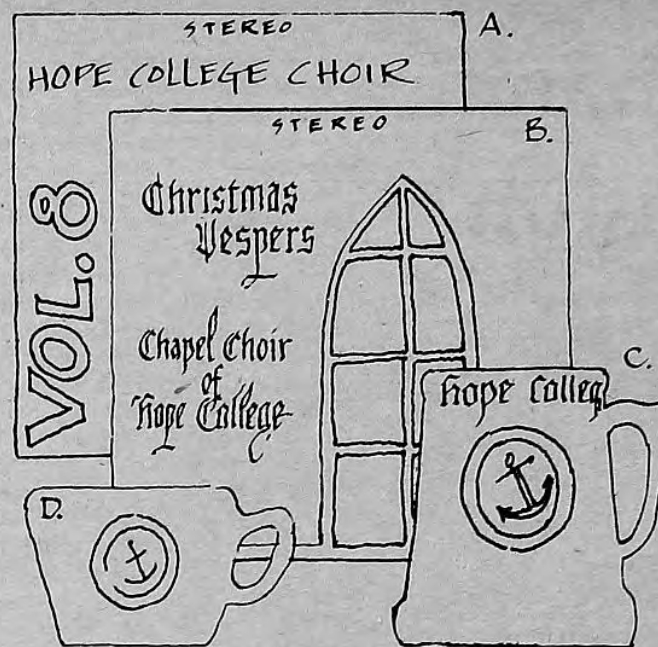
Eugene—KWAX  
Corvallis—KOAC

### FLORIDA

Miami—WERN



# Christmas from Hope College



A. HOPE COLLEGE CHAPEL CHOIR  
VOLUME 8 - STEREO \$4.00

B. HOPE COLLEGE CHAPEL CHOIR  
CHRISTMAS VESPERS \$4.00

C. 20 OZ. CERAMIC MUG WITH  
GOLD SEAL BLACK OR NAVY \$6.00

D. COFFEE MUG WHITE WITH  
GOLD SEAL \$2.00

E. ZIP HOODED SWEATSHIRT  
NAVY W/ORANGE (S,M,L,XL)  
CHILDREN'S SIZES HEATHER  
BLUE (S,M,L) \$12.00 & \$10.50

F. CRESLAN SWEATSUIT, NAVY  
W/ORANGE OR ORANGE W/NAVY  
(S,M,L,XL) \$25.00

G. BLUE SWEATSHIRT W/WHITE  
FLOCKED SEAL (S,M,L,XL) \$7.00

H. CLASSIC COTTON TEE SHIRT  
WHITE W/NAVY TRIM (S,M,L,XL) \$4

I. COTTON GYM SHORTS WHITE WITH  
NAVY OR NAVY W/ORANGE (S,M,L,XL)  
\$4.00

J. HOPE COLLEGE BLANKET 90% WOOL \$10.50

## ORDER FORM

TO HOPE GENEVA BOOKSTORE • HOPE COLLEGE • HOLLAND • MI • 49423

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_  
STATE \_\_\_\_\_  
ZIP \_\_\_\_\_

LETTER	DESCRIPTION	COLOR	SIZE	PRICE EA.	TOTAL

TOTAL CHECK OR MONEY ORDER FOR: \_\_\_\_\_



# Humanities Division

The following is taken from an interview with Dr. Jacob E. Nyenhuis, dean for the humanities and professor of classics.

Dr. Nyenhuis assumed his current position in 1975, after 13 years as a member of the faculty of Wayne State University. A graduate of Calvin College, he holds the M.A. and the Ph.D. degrees from Stanford University.

## Q. What are the unifying characteristics of the departments within your division?

A. The humanities division includes English, foreign languages, history, philosophy and religion. There is a coherence in the division because all of the departments within the division are concerned with the intellectual traditions of mankind, are concerned with moral values, with raising questions about underlying presuppositions, underlying philosophies. They deal with issues in a similar fashion. There is a natural affinity, I think, that the departments have within the division.

For example, in religion and in philosophy we deal with fundamental questions about the nature of man or humankind, and questions such as, who are we as human beings, what is our relationship to other human beings, what is our relationship to God. And in literature—English literature and foreign languages—many of the same questions are raised about the nature of reality, about what is distinctive about us as human beings, about how to live with ambiguity and uncertainty. We are asking some of the same questions, but we come at them from different perspectives. In dealing with history, for example, we are concerned not merely with the political and social systems of humankind, but with implications, the underlying philosophies of people, the distinctiveness of certain civilizations, why it is that civilizations like that of the Greeks and Hebrews have had such a significant position within Western tradition, why it is that at a certain period in time one country, one people, rose to such high levels of achievement.

## Q. Have any of the emphases of your division changed significantly in recent years?

A. I would say certainly that in the foreign languages area we are in the process of changing some of the emphases. There was a major change in 1973 when a straight language requirement was abandoned in favor of a foreign cultural studies requirement, in other words, a combination of language and culture. Now we are in the process of doing some revision of that and are trying to determine how best to achieve our goals within the teaching of languages. This is a frequent issue that comes up, not only within the language department itself, but across the division and across the college. Some of these things I am going to talk about in greater depth when we talk more about the department itself, but I see it as a significant dimension of the humanities. I genuinely believe that language offers a unique key which unlocks the understanding of another culture. Therefore, I am a strong advocate of language as part of the humanities program, and as part of the general liberal arts principle. And I make no apologies for that, as it is something that I believe very strongly.

There have also been changes in the emphases and options available for students who are fulfilling the religion requirement. Our faculty's participation in the senior seminar program has been changing as a consequence of the workshops funded by a grant from the Lilly Endowment. A number of our humanities faculty has been involved with this program and their participation has been changing.

Another change of emphasis is in terms of the core curriculum. Our division, virtually unanimously, agreed that there should be a revision of the humanities component of the core curriculum. We endorsed a proposal that gives students a broader perspective, a broader historical basis for dealing with cultural history. We are asking students to approach cultural history from a perspective not beginning 100 years ago, or at the beginning of the American nation, but going back to our cultural roots and giving students some insight into the evolution of the societies, some insight into the distinctive features about the Greeks, the Hebrews, the Romans and—in more modern times—about the French, the Germans and the English, and the major patterns in history. So we are trying to give students a broader perspective on history, literature and philosophy, and we want them to choose from among these sequences of courses.

## Q. Describe your division's strengths.

A. As in any division, finally, the strength lies in the faculty, and I think we have substantial strength in our faculty as it is presently constituted. But as we recruit new faculty, we seek faculty who will help us to achieve even greater strengths in the respective departments and across the division.

## Q. What makes for a strong faculty member?

A. When I am looking for a faculty member, I am looking for somebody who has the intellectual depth and the academic preparation to provide a solid foundation to build upon, and who has the dynamism to be able to communicate what he or she knows. The ideal is someone who is an effective teacher, is intellectually alive, is able to communicate the joy of learning and the fascination of study in the humanities and the fascination of studying generally, somebody who has depth in his or her specific field, but also sufficient breadth so that he or she does not display tunnel vision in his or her discipline.

I am certainly looking for people who have a desire to maintain vitality in their professional fields. In many instances, this will lead to research projects and publications. The primary objective in a liberal arts college is always going to have to be effective teaching in the classroom, and research and publication should be an extension of the teaching that is going on in the classroom, not a substitute for it.

Finally, I am looking for people who embody qualities of character and Christian commitment along with outstanding professional qualifications, since they would enable us as a college to maintain a distinctiveness as an undergraduate residential college striving for excellence within the context of the Christian faith. These are the kinds of people that we are seeking to attract as faculty.

## Q. What do you see as the major challenges your division will face during the next five years?

A. One of the major challenges will certainly be in the area of languages and the demonstration of the significant role that languages have played, do play, and should play in the humanistic tradition in a liberal arts tradition. That I see as a challenge and one that we will meet with some very exciting proposals. I will mention just two of them briefly. One is a plan to inaugurate the intensive language program in French beginning next semester, following the model of the Dartmouth Intensive Language Program, and another is development of an integrated program in languages and cultures, for which we are applying for a grant. If we get that grant and get another grant which we have pending for the support of the Dartmouth program, I think we will be well on our way toward achieving some of these goals that we have set for our division.

There has been a significant decline over the past decade or so in the number of schools requiring language study as part of their curriculum and there has been a significant decline in the number of students studying languages. In fact, the situation has gotten to such a point that there are now plans for the appointment of both a Presidential Commission and a Congressional Commission on the role of languages in American life. Three or four weeks ago, I attended a conference at Georgetown University which dealt with this

very subject and we had speakers there from various governmental agencies, universities, and colleges from around the country who were assembled there because they perceived that this is an area that should have a great deal of attention and that we should pool our best resources for meeting the challenge.

Our country is signatory to the Helsinki agreement of 1975, which includes a statement on the commitment to languages. It commits our nation and other nations to an increased emphasis on the importance of languages and the learning of languages of other countries. I see our opportunity here at Hope College for making a small contribution within the context of a much larger effort to increase the visibility, the effectiveness and appreciation of foreign languages as a part of educational efforts.

But it's a tough goal. I have been well aware throughout my professional career that the art of languages is not one to which a large majority of people would come flocking automatically. The history of our nation has been somewhat different from the history of other nations, which is partly a reflection of the size of our country and partly a reflection of the short history of our country as a world power, and partly a reflection of, one would almost call it "arrogance," the assumption that people can communicate with us and should learn our language rather than making an effort to learn the language of other people in order to understand them.

Another challenge certainly will be to provide a kind of leadership in the humanities for the decades ahead to maintain a significant role for the humanities within education, to help to maintain a balance between a strong career orientation, which is a very legitimate

goal, and the need for having a breadth of perspective to build on in pursuing a career and having a means of enriching our life by keeping up with the best that has been written, composed, performed and painted and sculpted in our tradition.

If we become mere technicians then we will have gone a long way toward becoming an impoverished society, but if we help our scientists to be at the very least technicians with some moral understanding, if we enable our people who go into business to do so with an appreciation for the human dimension rather than only the balance sheets, we will have made an important contribution to the preparation of students.

But we have to recognize that a significant challenge is going to be the preparation for a career, the preparation to get the proper training in order to enable one to get into the best graduate schools and the best professional schools, to balance the two desires in such a way that we don't shortchange the persons who want to pursue a career professionally and at the same time don't shortchange them intellectually and spiritually. We are concerned, I think, at Hope College more with the issue of values and fundamental ethical issues than some institutions are, and I think this is very positive contribution to education and students.

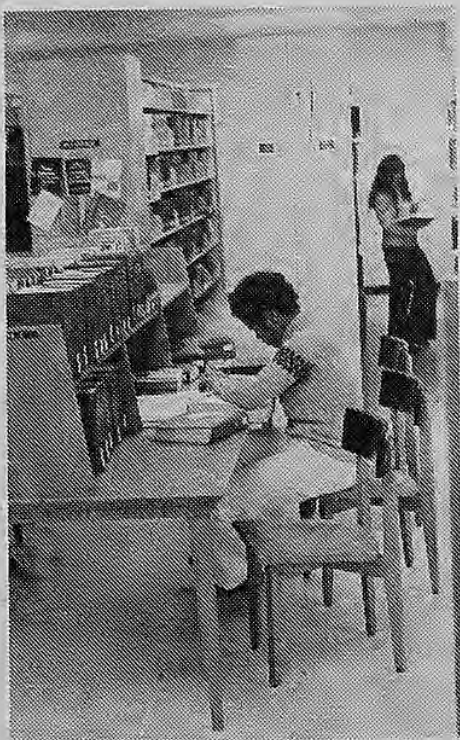
## Q. What career counseling would you give to a student planning to major in the area of the humanities?

A. Well, the advice that I often give to students planning to major in humanities is that they should not think in too narrow terms of what they can do as a major in the

(continued on page 9)







#### Faculty:

Frances G. Fike, associate professor of English  
Jane Harrington, assistant professor of English  
Stephen I. Hemenway, assistant professor of English  
John W. Hollenbach, professor of English  
Charles A. Huttar, professor of English  
R. Dirk Jellema, associate professor of English and chairman of the department

A. James Prins, professor of English  
William Reynolds, associate professor of English  
Jack R. Ridl, assistant professor of English  
Peter J. Schakel, associate professor of English  
Henry ten Hoor, professor of English  
Russ Horton, teaching associate  
Mary Jellema, teaching associate

Percentage of fulltime faculty holding Ph.D. or other terminal degrees: 86%

Building: Lubbers Hall

Minimum requirement for major: 30 hours, including specific upper level courses

Courses designed to fill core curriculum requirements:

Introduction to Liberal Studies

World Literature I & II

Complementary off-campus programs:

Philadelphia Urban Semester

Chicago Urban Semester

GLCA Arts Program in New York City

Apprenticeship in Writing (may be taken as part of above programs or by arrangement with a local host company or agency)

Number of majors, 1976-77: 75

Number of graduating majors, 1977: 30

Percentage of 1977 graduating majors who applied to graduate or professional schools: small

Percentage of above who were accepted into graduate or professional schools: 100%

"You learn to write by writing. It's like learning to play the piano, learning to speak, or learning to dissect something in a lab, for that matter," says R. Dirk Jellema, chairman of the English department.

Jellema says he expects the English department will be spending more time during the coming years teaching the fundamentals of writing because students will need it more—"both because they'll be less prepared when they get here and because the graduate schools and the job market will demand it more."

But it's a task that the English department cannot meet alone, Jellema claims. He quotes Barnard Van't Hul, director of freshman composition at the University of Michigan, who says every department should teach writing to its majors "so you wouldn't be able to get out of an advanced course in say, psych, without demonstrating an ability to manipulate your knowledge of the subject by writing it down."

Toward that end, Hope's English department has recommended a handbook to be used throughout the school, and has volunteered its assistance to other faculty members. A revised core curriculum, presently under consideration, calls for an increased emphasis on writing in courses which satisfy the cultural history requirement.

Foundations for the development of writing, reading and discussion skills are laid in the freshman English program, Introduction to Liberal Studies. Approximately a dozen sections, each concentrating on a different area of investigation, are offered each semester. Some recently offered sections are: Science Fiction and Fantasy, Cultures in Conflict: the Middle East, and Images of Women. Jellema says the freshman program allows

professors to teach reading and writing in the context of a topic that interests them. But he adds that lately many professors say they're spending less time on the subject and more time teaching fundamental writing skills.

Jellema points to faculty diversity as an attractive feature for students. "You can knock on almost any door here and find what you're looking for," he says.

Professor John Hollenbach, for example, recently developed a new course in legal writing. Assistant Professor Jack Ridl had one of his poems selected to be permanently displayed in the Baseball Hall of Fame. Associate Professor Peter Schakel this year edited a book of essays on C.S. Lewis and also is having his book on poetry of Jonathan Swift published.

The number of English majors going on to graduate school has declined sharply during the course of the past decade. Today more majors are interested in teaching at the elementary or secondary level, or in entering careers such as business, the ministry, or law.

"More and more frequently we hear that graduate schools and businesses are looking to hire college graduates whose educational background is broad. 'We'll train them,' they say; 'you educate them,'" Jellema notes.

He says the department strives to reaffirm and maintain Hope's liberal arts emphasis. "No student, no matter what his major, should be able to graduate from Hope without knowing who Aristotle is. By that I mean the liberally educated student is one who is aware of the traditions that formed him."

He points to a quotation from G.K. Chesterton: "Tradition means giving votes to the most obscure of all classes—our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking around."

Noting that the original intent of a liberal arts education was "to provide the wherewithal with which to use one's leisure," Jellema says the English department is still teaching students to read with a critical and appreciative eye.

"Americans have so much leisure. And the only people really taking advantage of it are sportscasters and the AMF Corporation," he concludes.

## FOREIGN LANGUAGES & LITERATURE



#### Faculty:

Alan C. Bedell, assistant professor of German  
John A. Creveie, associate professor of French (on leave fall semester, 1977)

Marge Faber, teaching associate in French

Robert Hoeksema, teaching associate in Spanish

Mary Jane Lamse, visiting assistant professor of German (Spring 1978)

Mary Susan McCarthy, assistant professor of French

Gerhard Megow, professor of German

Jacob E. Nyenhuis, dean for the humanities and professor of classics (chairman pro-tem 1977-78)

G. Larry Penrose, assistant professor of history and Russian

Orestes Pino, adjunct assistant professor of Spanish

Charles Powell, adjunct assistant professor of applied linguistics and assistant director of international education

Antonia Searles, assistant professor of Spanish

Gisela Strand, assistant professor of German (on leave spring semester, 1978)

Ruth W. Todd, visiting associate professor of Classics

Judith A. Vickers, assistant professor of French

Nancy Wheeler, teaching associate in classics

Hubert Weller, professor of Spanish

Building: Graves Hall

Special Resources: language laboratory, Learning & Resource Center

Minimum Requirement for a major:

The following majors programs are available in Classical Studies (Classics, Greek and Latin), French, German and Spanish (consult Hope College Catalog or write department chairman for specifics):

1. Language major
2. Literature major
3. Area studies major

Course offerings designed to fill core curriculum requirements:

All language courses and all classics courses (consult Hope College Catalog); also French, German and Spanish Literature in Translation and World Today courses.

Complementary Off-Campus Programs:

Institute for European Study—Paris; IES—Nantes;

IES—Freiburg; IES—Madrid; IES—Vienna

Great Lakes Colleges Association—Bogota, Columbia

Hope Summer School in Vienna

Hope May/June Terms in Jordan and Greece

Number of majors, 1976-77: 52

Number of graduating majors, 1977: 20

Percentage of 1977 graduating majors who applied to graduate or professional schools: 20%

Percentage of above who were accepted into graduate or professional schools: 100%

"The biggest challenge facing the department is to interest students in the study of foreign languages and to maintain that interest long enough to get to a level of proficiency where the students can appreciate the contributions of language study to a liberal arts education," says Jacob E. Nyenhuis, dean for the humanities, professor of classics and chairman pro-tem of the department of foreign languages and literature.

Next semester a pilot intensive language program in French will be inaugurated. Hope's program is modeled after the much-publicized and highly successful Dartmouth Intensive Language program.

Students will spend one hour per day in a regular class session, and an additional hour each day in a lab session. The lab sessions will involve less than a dozen students in fast-paced conversation and drills. The lab sessions will be led by apprentice teachers who are upper-level French students.

Studies at Dartmouth showed that in a one-hour lab session involving 8-10 students, each student was given an average of 64 opportunities to respond.

Homework in the program will be virtually nonexistent, Nyenhuis points out, since the drill sessions are a form of supervised homework. Students will earn six hours of academic credit. A follow-up June term (three weeks) course in Paris is highly recommended.

This year a new Language Learning and Resource Center opened in Graves Hall (see story page 10). The Center provides easy access to ancillary materials, such as slides, magazines, cassettes and videotapes, which demonstrate the nature of a culture. The Center will also be the site for videotaping conversation classes. These tapes will later be replayed for self-evaluation. Nyenhuis says it's hoped the videotape method will help relax students and give them chances to develop greater fluency.

Another new program at Hope is SPANCOM, providing computer assisted instruction in Spanish (see story page 10).

There is a greater emphasis today on learning about culture as well as language, Nyenhuis notes. The department has applied for a grant to develop an integrated program in languages and culture.

Female German, French and Spanish students may live in the College's Language House. Under the guidance of three native assistants, Language House residents have many daily opportunities to converse and improve fluency. One evening each week foreign languages students may choose to dine at a Language Table, an area set apart for bilingual conversation.

A variety of foreign study opportunities is available to students through the Institute for European Study, the Great Lakes Colleges Association and Hope College. In most of these programs, students live with native families and receive exposure to lifestyles, cultural mores and everyday speech patterns.

Nyenhuis says the department's strong programs are complemented by a faculty with strong teaching interests.

"Much energy goes into teaching foreign languages at the beginning level," he notes. Professors must also keep pace with changing emphases in the teaching of languages and of literature. Nyenhuis emphasizes that the study of literature in the original language is "a fundamental ingredient in our total program."

## HISTORY



#### Faculty:

William Cohen, associate professor of history  
Earl Curry, associate professor of history and chairman of the department

Paul Fried, professor of history

G. Larry Penrose, assistant professor of history

Michael Petrovich, associate professor of history

David Clark, professor of history (on leave, 1977-78)

Wilson Strand, teaching associate

Ralph Vunderink, teaching associate

Percentage of above holding Ph.D. or other terminal degrees: 100%

Building: Lubbers Hall

Minimum requirement for major:

History—30 credit hours; composite major-historical studies—18 credits history, 18 credits in supporting fields

Course offerings designed to fill core curriculum requirements:

Introduction to Ancient European Civilization

Introduction to Modern European History

Introduction to U.S. History, 1607-1877

Introduction to Modern U.S. History

Complementary off-campus programs:

Philadelphia Urban Semester

foreign study (see listings under department of foreign languages and literature)

Number of majors, 1976-1977: 34

Number of graduating majors, 1977: 21

Percentage of 1977 graduating majors who applied to graduate or professional schools: 29%

Percentage of above who were accepted into graduate or professional schools: 83%

The history department, under the chairmanship of Dr. Earl R. Curry, is trying to change a trend.

"We must meet and deal with the problems students have in identifying what one can do with a history major," Curry says.

He maintains that history has always prepared students for a variety of vocations and that to major in the field doesn't necessarily mean one must teach.

Openings for history teachers aren't abundant and Curry thinks students have misinterpreted this fact to mean that history is a "dead end" major.

A history major provides excellent preparation for a career in government service at all levels, law, the ministry and journalism, according to Curry. He points with pride to the record Hope history majors have in gaining acceptance to the "best law schools in the country," including Harvard, the University of Michigan and California Berkeley. Many of those accepted have been women.

A law school's primary interest, he notes, is not in the undergraduate major of a prospective law student. Rather, the chief consideration is the score on the LSAT, or law board exam. History majors have done well on this exam because the history curriculum is a demanding one, emphasizing writing and research and the development of critical and analytical faculties. These are the aptitudes measured by the law board exam. In its advising, Curry points out, the history department directs student interests and energies into courses in other disciplines that also contribute to the development of those abilities.

Four years ago the department devised a two-track major program. One track is for students planning on becoming secondary-level teachers or professional historians. The other track, a composite in historical studies, requires 18 credit hours in history and 18 hours in other disciplines. The composite track is particularly useful to students who want to enter law school, seminary or another professional school.



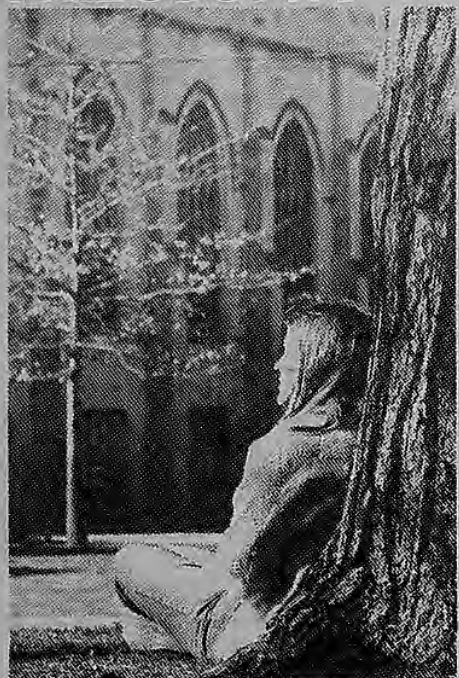
Curry says that the history department's chief strength is its faculty.

"It's a department of well-educated, disciplined historians who bring their collective knowledge of the growth of culture and the profound political and economic changes that have occurred over the past 2000 years to bear upon the complexities and disturbing events of the contemporary world."

Curry says historians share with other humanists the responsibility of bringing to students a broad acquaintance with a past that sheds light on the present.

"But the task of the historian is more complicated because he cannot focus on only one vehicle by which the experiences of the past have been conveyed, such as literature, philosophy, or religion. The historian must survey all of these plus economics and the other social sciences, account for the impact of the natural sciences, and then attempt to explain the relationships between these and how they have influenced the course of events. It is a formidable task. Hope College is fortunate to have on hand historians whose qualifications have equipped them to meet this challenge."

## PHILOSOPHY



**Faculty:**  
D. Ivan Dykstra, professor of philosophy  
Arthur H. Jentz, professor of philosophy  
Merold Westphal, professor of philosophy and chairman of the department.

Percentage of above holding Ph.D. or other terminal degrees: 100%

**Building:** Dimnent Chapel and Lubbers Hall

**Minimum requirement for major:** 30 hours

**Courses offerings designed to fill core curriculum requirements:**

Presently none. Department staffs an interdisciplinary required course, Introduction to Liberal Arts. A revised core curriculum, now under study, includes a required philosophy course.

**Number of majors, 1976-77:** 19

**Number of graduating majors, 1977:** 13

**Percentage of 1977 graduating majors who applied to graduate or professional schools:** 54%

**Percentage of above who were accepted into graduate or professional schools:** 100%

The most immediately apparent development in the philosophy department has been the addition of a new faculty member. Dr. Merold Westphal came to Hope in August, 1976, and last spring he was named chairman of the department.

The philosophy department is staffed by three faculty members (Westphal, D. Ivan Dykstra and Arthur Jentz). Together, Westphal says, they provide "experience and philosophical diversity."

Westphal's research interest is 19th and 20th century European philosophers, Dykstra's the philosophy of science and Jentz's the philosophy of religion.

"We come at philosophy from different enough orientations to provide courses that are diverse," Westphal emphasizes. He hopes to capitalize on this diversity by providing opportunities for students to see various philosophical perspectives in action and discover for themselves the strengths and weaknesses of each.

Students are exposed to members of the department not only through regular philosophy courses and periodic essays by department faculty in the *anchor* (student newspaper), but also through Dykstra's Interdisciplinary Studies 113, Introduction to Liberal Studies, and Westphal's senior seminar on Christianity and contemporary culture.

Special events include a series of round-table discussions in which students will impersonate rather than talk about major 19th century Philosophers Hegel, Marx, Kierkegaard and Nietzsche. Next semester a student will produce a one act existentialist play for aesthetics and existentialism classes.

Westphal sees the need to broaden the department's base among students and "substantially increase the number of students for whom philosophy is an important part of their education." This belief, coupled with the fact that there is a limited demand for Ph.D. philosophers in the job market, has prompted the philosophy department to concentrate its efforts on serving non-majors rather than solely on the recruitment of majors.

"Students today are very interested in acquiring marketable skills," Westphal says. "Part of the problem lies in selling students on the idea that a liberal education does not primarily consist of the acquisition of marketable skills."

A revised core curriculum is presently under consideration. It requires a course in philosophy. Westphal is hopeful that students exposed to the discipline through the required course would elect additional departmental offerings.

Another important task for the philosophy department is "to get ourselves together, literally," Westphal says. Currently faculty members' offices are scattered in two buildings. Westphal, housed this year in Lubbers Hall, is convinced that opportunities to daily interact with colleagues in other humanities is both stimulating and enjoyable.

A final practical and formidable challenge will be to secure a replacement for D. Ivan Dykstra, retiring in two years. Dykstra has been a member of the philosophy department since 1950 and its most visible campus-wide representative.

## RELIGION

**Faculty:**  
Wayne G. Boulton, assistant professor of religion  
Elton J. Bruins, professor of religion and chairman of the department

Sang H. Lee, associate professor of religion  
Robert Palma, associate professor of religion  
Allen Verhey, assistant professor of religion  
Henry Voogd, professor of religion  
Dennis N. Voskuil, assistant professor of religion

Percentage of above holding Ph.D. or other terminal degrees: 100%

**Building:** Lubbers Hall

**Special resources:**

The Clarence Van Ess Christian Education Endowment

Fund to provide annual awards to superior students preparing for the Christian ministry

**Minimum requirement for major:**

30 hours in religion, a cupcourse in advanced writing and in the fundamentals of philosophy; also 18 hours in other departments

**Courses offerings designed to fill core curriculum requirements:**

Must take one of the following: Literature of Judaism and Christianity, Basic Christian Thought, Phenomenology of Religion, Religion in Society. Also, one additional course is elected from the department's course offerings.

**Complementary off-campus programs:**

Philadelphia Urban Semester

Chicago Urban Semester

**Number of majors, 1976-1977:** 46

**Number of graduating majors, 1977:** 25

**Percentage of 1977 graduating majors who applied to graduate or professional schools:** 50%

**Percentage of above who were accepted into graduate or professional schools:** 83%

"The Bible and Christian theology are the prime foci of the Hope religion department, but not in a narrow sense," says Dr. Elton J. Bruins, chairman.

The department claims as its broadest academic purpose "the study of religion to understand the role of religion in human culture." Breadth is offered in both its majors program and in the departmental offerings designed to fulfill the core curriculum requirement (two courses).

In 1970, the religion department restructured its curriculum, dividing course offerings into five areas of academic investigation: Biblical studies, historical studies, theological-philosophical studies, studies in world religions, and studies of religion and culture.

A sixth group of courses, basic studies in religion, is comprised of four courses to choose from in fulfilling half of the core religion requirement. The second required course is chosen from any of the department's upper level courses.

The religion majors program emphasizes a broad base, both in terms of the departmental offerings and in the liberal arts. Majors enroll in courses in each of the department's five



academic areas. In addition, six courses are required from at least three of six other departments: English, history, philosophy, psychology, sociology and communication.

A new development is the religion major-church worker program, initiated last year. The program is designed for students who desire to be involved in leadership positions in Christian education and youth work.

"The church worker program is no substitute for the M.A. degree or M.C.E. in Christian education," notes Bruins. "Our intent in designing the program was to broaden students' experience at the college level. Because local churches were asking for students with these kinds of interests, we said, let's give them more preparation."

"And, of course, the program provides excellent preparation for those who plan to go on to seminary to earn the M.C.E. in Christian education."

Students enrolled in the church worker program supplement their religion major courses with instruction in education, physical education, music and theatre.

Bruins is quick to point out that behind the department's diversified course offerings stands a diversified faculty.

"Any school requiring two courses in religion has to have the staff qualified to teach those courses. Every teacher in the department has had extensive training for his position. The average training of our professors is six years of graduate work after college. And each professor is a specialist in his field."

Bruins also notes that four of the seven religion department faculty members are in their 30's. "And we're a livelier department as a result," he says. "But we also appreciate the people who have extensive experience in teaching."

Among the challenges Bruins foresees is "to have theological seminaries recognize the religion major as the best preparation for theological studies." He says in the past some seminaries encouraged students to major in anything but religion in college, because they believed seminary offerings would be mere duplication of college religion courses. Bruins says that seminaries like Yale and Princeton have traditionally encouraged religion majors for their programs. He reports the New Brunswick Seminary (Reformed Church in America) gives up to 16 hours of credit for Hope religion courses.

"So rather than being a duplication at New Brunswick the religion major gives students a running start on their theological training."

For some students, future challenges revolve around the much-debated issue of ordination of women within the RCA denomination.

"Many religion majors are girls who plan on theological study and then becoming ordained," says Bruins.

Not surprising with the interdisciplinary requirements for a religion major, many students form a composite major with another academic area.

And not all religion majors plan on theological training after college. A good number use their religion training as preparation for graduate studies in philosophy, history, law, social work, and other fields.

"Many students have found the religion major an excellent way of focusing their liberal arts education at Hope," says Bruins.

## Division Interview

(continued from page 7)

humanities. I am a strong advocate of having students who have majored in the humanities going off into other areas—going into business and the professions—because I genuinely believe that this is a strong foundation for successful adaptation to a whole variety of careers.

In a sense, we offer the students a core understanding and a way of approaching issues, of analyzing the issues and of expressing themselves in writing and verbally in order to enable them to be successful in moving into one or another career, and there are a number of my former students who have gone on into a variety of professions.

I think, for example, of one of my students who was an English honors major at Wayne State University who now is a business reporter for Dun and Bradstreet. I remember very distinctly my conversation with her after she got that position. They told her that she was precisely the kind of person they were looking for, because they could teach her business writing and teach her the technical terminology and the jargon that was necessary. But if she was not able to express herself effectively, they could not train her to think for herself and to ask the right questions. Because she had been given a background which enabled her to express herself, she could ask good questions and they saw the potential in her for carrying out their goals in a very effective manner. I saw her a couple of years back and she is very happy in her position and had been advanced within the organization.

She came to them without technical skills but she applied her broad background in the liberal arts and the humanities, specifically in English and the classics. I could cite other instances like that of successful people who had good foundations in the humanities who went into other areas.

Dr. Bedell from the foreign languages department, who is very much involved in career counseling in the liberal arts, is very interested in exploring career options for language students and students in the humanities. He participated in a faculty seminar at one of the major automobile manufacturers in Detroit a few years ago, and one of the reports that he brought back is that the people at the corporation said they would very much like to hire people from liberal arts institutions, people with the kind of depth and flexibility that a liberal arts degree offers, but they also wanted people who have an immediately marketable or usable skill.

This is another dimension to the advice that I will offer to the prospective humanities major. It is important to have some specific skills which will be immediately adaptable to a work situation, along with the general foundation in reading and writing and thinking and asking fundamental questions.

Someone who wants to go into the teaching profession in the humanities is going to face a great deal of competition for admission to graduate school or employment after graduate school, but I would certainly encourage any student who is highly motivated and who has a good record of performance here at the College to pursue that diligently. I think that although one may at times be frustrated in the pursuit of his goals, that if one has clearcut goals and one has the ability to achieve those goals, and works hard to achieve them, that the chances of success are much greater than if one just drifts along, as it were. There has to be a strong motivation, I think, for a person who wants to go into a career of teaching at the college and university level. But it is also a very rewarding career and I have derived great enjoyment in working with students and faculty over the years and I would like to encourage students who would like to go on to do so, but not blindly ignoring the fact that the competition is keen.

Another important thing to remember, of course, is that today's needs are not necessarily the needs that will exist five or ten years from now when the student is finishing his professional training. So if a student were to say now that there is a high demand for engineers, ten years from now it may be that the market will be flooded with engineers. So it is important to try to anticipate what the needs are and how one's interests and abilities fit their potential.



# Who Says Humanities and Science Don't Mix

This year Senior David Vander Velde is typing up loose ends around a rather unusual academic package—a double major in English and chemistry. And for all the stated goals and purposes of a liberal arts education, it remains true that rarely does the twain meet on such a perfectly balanced middle ground.

But recently Vander Velde has announced that he's "leaning heavily toward" graduate school in English. What prompts the inclination to leave behind the booming business of science to venture into the highly competitive and professionally perilous path of a literature scholar?

"I love it," says Vander Velde with a simple but elemental style.

Does he worry about getting through graduate school and finding himself with a Ph.D. but no position in which to directly

apply that knowledge?

"That's a real possibility which everyone recognizes and tells me about. But if I'm ever going to live dangerously, it's going to be now."

Even the extracurricular activities of the Grand Rapids, Mich. native appear perfectly balanced. He's been doing chemical research since his sophomore year with Dr. Donald Williams; this year, he's been an assistant in Dr. William Reynolds' freshmen writing classes. He holds what he spoofingly calls "the exalted rank" of assistant editor of *Opus*, the student literary magazine; he's a member of Chem Club. And then, for variety (?), he hosts a weekly show on campus radio WTAS.

Vander Velde's interest in chemistry started in grade school when, he says, he was "interested in everything." He read a fair

amount of science and "picked up a good deal of trivia, much of which still serves me in good stead."

In high school, due to no particular impetus other than his own promptings, he began reading literature, starting with the most accessible 20th century American novels and then working "backwards and outward" into the literature of other periods and other countries.

He wants to be a professional writer. His "if I could be anything in the world" wish is to become a novelist. But he's also interested in journalism and has been told there's a need for people who can write about science intelligently and, at the same time, not bore their readers.

Vander Velde says while there may be a professional-level tension between the sci-

ences and the humanities at Hope, it doesn't exist on a personal level.

"I guess a lot depends on who you're talking to. But I get along well with faculty in both areas. I see them as being friends and having a lot in common. Although they're in different fields, they have many of the same goals."

Has he felt pressured to declare his ultimate, graduate-school-in-what allegiance?

"People in both departments are very careful not to pull people around. In fact, in English if they like you they'll tell you to think twice before applying to grad school." (English Department Chairman R. Dirk Jellema says that if a good student wants to go to grad school, the department first makes certain that the student has a clear picture of the competition and the positions available to a person with a Ph.D. in English. If the student still wants to go to grad school, the department does its best to assist and encourage.)

Is American society becoming too technical?

"I've found that those who know the most about technology are the surest of it. And if anyone should feel good about something, it should be those most deeply involved in it."

"Beyond that, given the tendency of American society to run toward material wealth, there's not much choice. If you want to continually raise the standard of living, you have to keep increasing the technology. And that seems to be what people want."

What of the value of the humanities?

"To me, art is fundamental, for a life that is more than just eating and sleeping. But I admit, I'm a little weird in that respect. That certainly isn't a universal belief."

How does it feel to be well-rounded?

"I don't think of myself as being well-rounded. I've gotten a good glimpse of all I don't know anything about. Even in humble Van Zoeren Library, there are thousands of good books that I haven't read and probably never will."

## 'Pepe' Offers Computer Spanish Tutoring

"This is a terrific way to learn Spanish."

"It takes a while to get used to, but once you get started it becomes addictive."

"You're too critical, Pepe!!!"

By and large, Pepe is a fairly popular surrogate Spanish tutor at Hope College. He strives to be helpful, is usually available and has a lot of personality—considering he's part of a computer system.

Pepe is the personification of SPANCOM, a computer assisted instructional program in Spanish. SPANCOM provides 26 interactive computer drills in the writing of Spanish verbs and object pronouns in any of 12 tense-moods.

SPANCOM was developed by Dr. Hubert P. Weller, professor of Spanish, and undertaken with partial support from the Great Lakes Colleges Association Lilly Faculty Development program and the Hope College Mellon Summer Grant program. The materials Weller has written are in their second year of experimental use in Hope Spanish courses.

Weller describes a program like SPANCOM as being "very atypical" in schools of Hope's size. He thinks computer assisted instruction isn't more common because most people don't realize that a computer can handle text as well as numerical information.

Weller applied for the GLCA grant in the fall of 1974. He says he wrote the proposal without much knowledge of computers, assuming he could write the drills and someone else could do the programming. When he began work on the project the following summer, he realized how little instructional material was available for developing such a program. Convinced he would have to develop the program on his own, he enrolled in a Hope College computer assisted course in computer programming. It was his first direct encounter with computer assisted learning and Weller says he got "hooked."

Weller views SPANCOM as "another resource students have at their disposal" in learning to overcome some of the knotty problems presented by Spanish verbs, each of which has up to 60 forms in the simple tenses alone.

"I wanted the drills to be interactive and to respond as much as possible to the actual problems that students are having. I wanted to go beyond the machine approach where a student simply gets a 'sorry, wrong answer, try again' message."

In SPANCOM if a student makes an error the program proceeds to an ordered series of segmental or morphological scans and checks to determine the position or nature of the error. If the student is still unsure of the answer, he or she may request a hint. In most of the drills, for each cue there are some 40 possible comments and hints a student could receive.

SPANCOM is further personalized by its feature of referring to students by their first names after the first run. Students are congratulated for correct answers and gently chided for excessive errors. Opportunity is available for students to make comments at the end of a drill.

A second computer assisted instruction

program, SPANISH, is also ready for operation, Weller reports. SPANISH was developed by students Kenneth Schmidt '75 and James Diephuis '76, who worked with Weller during the summer of 1976. SPANISH is also an interactive program, but operates on more of a question/answer principle than SPANCOM. SPANISH, Weller notes, is adaptable for use by any discipline and allows instructors to compose their own exercises interactively at a terminal.

Weller has been a member of the Hope faculty since 1962 and served as chairman of the department of foreign languages and literature from 1970-76. He has given presentations on SPANCOM to the 1976 Conference on the Computer in Undergraduate Curricula at Binghamton, N.Y., and to the National Association of Users of the Computer in Application to Learning, held on Nov. 4 in Dearborn, Mich.



## Center Enhances Language Program

A new Learning and Resource Center in Graves Hall offers students of foreign languages readily accessible materials to supplement their knowledge of language and culture. The LRC is also being used by small classes for film and videotape presentations, and conversation classes convene in the comfortable and pleasingly furnished facility.

"We in the foreign languages department have long known that we needed a multi-purpose room to serve students and teachers on an individual and class basis," says Judith Vickers, assistant professor of French and coordinator of the LRC project.

"We needed ways to reinforce both the verbal and the cultural aspects of a language."

The LRC encourages students to sample media from other countries. There is an ample supply of books, magazines and newspapers. A short wave radio allows students to tune in on foreign news broadcasts.

Slide and videotape presentations of cultural studies are available for individual as well as classroom use. Videotapes are purchased with two sound tracks—one in English and the other in a foreign language—providing adaptability for use by students at various levels of language proficiency.

The video equipment is also used to tape dialogues, readings and other student presentations. Ms. Vickers points out that the videotape method frees the teacher from distracting note-taking during the actual performance, and also involves the student in the evaluation process.

"Videotaping permits the instructor to deal immediately with the problems a student is having, without interrupting the student's presentation."

The LRC is also intended to serve as a study room.

"Because almost all of Graves Hall is used for the department of foreign languages, we are pleased to be able to provide students with a place to work between classes or to browse for a few minutes before a class begins," notes Ms. Vickers.

As coordinator of the LRC project, she also

served as the room's able interior decorator. "The atmosphere in which an individual works is most important to his productivity and efficiency. We strived to make this room both attractive and serviceable."

The impetus for the LRC was provided by a gift in 1971 consisting of a portion of the personal library of the late Linda Palmer, a member of the French department faculty from 1966-69. Bequests were also received from the estates of Nella Meyer, teacher of French and music at Hope from 1945-65, and of Robert Melka, assistant professor of history from 1970 until his death in December,

1971. Furnishings were provided by a bequest from the Rev. and Mrs. Peter Vandenberg '37 of Rochester, N.Y., in memory of their daughter Julie who graduated as a French major in 1970.

The equipment was purchased through a Title XI federal grant.

Next semester the audio language lab, which adjoins the LRC, will be renovated to improve efficiency and effectiveness. Glass-fronted booths facing the console will enable the teacher to maintain eye contact with the class and additional stations will improve teacher-student interaction possibilities.





# Can I Afford Hope? We Think So!

During the past ten years the fixed cost of a Hope College education has increased 215%, but the total financial aid received by Hope students has increased 421%.

It is estimated that in 1978-79 over \$9 billion in financial aid will be available to help students in our country. Hope College will coordinate over \$3 million dollars of financial aid during the current academic year. The eligibility criteria for aid programs is broader than ever before and most families should not automatically assume that they will have to pay the full fixed cost published (see table).

Choosing a college is a difficult task for most families and financial considerations certainly must be faced. However, it is important to get the facts; don't limit your career or educational goals due to presumed financial limitations. Rumors and myths abound regarding the topic of financial aid. A free booklet entitled "Meeting College Costs" is readily available through high school counseling offices and can also be obtained by writing to the Hope College Financial Aid Office. This is an excellent source of information and can be used to make a preliminary determination of your aid eligibility.

Get all the facts before you act because aid programs may be an answer to your financial concern for financing a Hope College education.

The application process has been rather complicated in the past due to a proliferation of state and federal programs. However, in 1978-79 a new application process has been adopted on a national scale and "red tape" will be greatly reduced.

A single form, Financial Aid Form (FAF), will be required to apply for help in 1978-79. This single form can be used to apply for Michigan scholarships/grants, federal Basic Grant, and all forms of Hope College aid. The form is sent to the central office of the College Scholarship Service where it is analyzed and mailed to those agencies or schools requested by the student. The new F.A.F. is available now in all high school counseling offices and college aid offices. The form can be completed after January 1, 1978.

The Hope College deadline for freshmen is March 1, but Michigan residents are strongly advised to file the form by January 31 in order to insure consideration for state aid. Transfer students and returning upperclassmen need to file by May 1. Michigan students should file by March 15 to insure consideration for state aid. Students currently receiving aid must also file a new F.A.F. and should pick up the form at the Hope College Aid Office. Late applicants cannot be guaranteed assistance.

## WHAT ARE MY CHANCES OF RECEIVING AID?

### Profile of 1976-77 Hope College Aid Applicants

CAUTION: Below are given only estimates of a typical four member family with assets of \$10,000, two parents, one of whom is working, one student (a freshman) in college. YOUR INDIVIDUAL CIRCUMSTANCES MAY BE DIFFERENT AND WILL BE COMPUTED SEPARATELY. For a more accurate estimate complete "MEETING COLLEGE COSTS" available from your high school guidance counselor.

Parent Income	Number Applicants	% With Need	Average Need
0- 2,999	29	100.0	4,556
3,000- 5,999	61	100.0	4,276
6,000- 7,499	36	100.0	4,053
7,500-8,999	49	100.0	4,095
9,000-11,999	194	99.0	3,609
12,000-14,999	227	97.8	3,098
15,000-19,999	408	95.1	2,505
20,000-24,999	302	81.8	1,626
25,000-29,999	140	60.7	1,062
30,000-34,999	75	30.7	642
35,000-39,999	26	3.8	570

## IMPORTANT COLLEGE PLANNING DATES

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<b>JUNIOR</b> Talk with your High School Counselor about college	<b>JUNIOR</b> Gather information about colleges and universities that sound interesting	<b>JUNIOR</b> Narrow down your choice	<b>JUNIOR</b> Make plans to visit campus
<b>SENIOR</b> Register for ACT Test to be given in October	<b>SENIOR</b> Last ACT Test for Seniors for eligibility for Michigan Competitive Scholarship. Register for ACT Test given in November	<b>SENIOR</b> ACT Test	<b>SENIOR</b> Register for ACT Test to be given in February
Attend College Night/Financial Assistance Sessions.		Contact Financial Aids Office at your college	
JANUARY	FEBRUARY	MARCH	APRIL
<b>JUNIOR</b> Register for ACT Test to be given in April	<b>JUNIOR</b> Register for ACT Test to be given in April	<b>JUNIOR</b> Register for ACT Test to be given in June	<b>JUNIOR</b> ACT test (Recommended test date for juniors)
<b>SENIOR</b> Best time to file for BEOG	<b>SENIOR</b> ACT Test	<b>SENIOR</b> Later applications for the Tuition Grant will be considered until funds are exhausted	<b>SENIOR</b> College Classes Start
Apply for the MICHIGAN TUITION GRANT include: PCS, FFS or FAF obtained from High School Counselor			
MAY	JUNE	JULY	AUGUST/SEPTEMBER
<b>JUNIOR</b> ACT Test (Recommended test date for juniors.)	<b>JUNIOR</b> ACT Test (Recommended test date for juniors.)		
<b>SENIOR</b> Initial Tuition Grant recipients announced Scholarship recipients announced	<b>SENIOR</b> Additional Tuition Grant recipients announced (if funds are available)		

## Financial Aid For Michigan Students

The Michigan Legislature has established four financial aid programs for college students in need of assistance.

They are the Competitive State Scholarship, Tuition Grant and Guaranteed Loan programs. In the last decade, these programs have provided students with more than 79,000 scholarships and grants worth more than \$117 million and more than 129,430 loans totaling over \$127 million.

Following is a brief summary of each of the programs:

### State Scholarships

State scholarships of up to \$1200 are awarded annually to approximately 6,000 freshman students who score high on the American College Test (ACT) and meet the financial need qualifications. Students in good standing may renew the scholarship for each undergraduate year.

To apply for a State Scholarship, students must:

- Take the ACT at a designated time and place and have their scores released to the Michigan Competitive Scholarship Program
- Be a U.S. citizen or have declared their intention to become one
- Have been a continuous resident of Michigan for twelve months before enrollment
- Be recommended by their high school
- Be able to demonstrate financial need

### Tuition Grants

The Tuition Grant program provides assistance up to \$1200 per year *only* to qualifying students planning to attend one of the 40 eligible independent Michigan colleges or universities, including the 34 AICUM member institutions.

Tuition Grants are available to entering freshmen, transfer students, upperclassmen and graduate students for a maximum of four years of undergraduate studies and three years of graduate school. Tuition Grants are not available to students enrolled in programs leading to a degree in theology, divinity or religious education or to students who have taken vows or otherwise pledged themselves to a religious vocation. The Grants are renewable each year for students in good standing.

Students planning to attend an independent school and wishing to apply for a Tuition Grant, must:

- Obtain a Tuition Grant Application from their high school counselor
- Submit the application to the Michigan Department of Education
- Be a U.S. citizen or have declared their intention to become one
- Have been a continuous resident of Michigan for twelve months before enrollment
- Be recommended by their high school
- Be able to demonstrate financial need





# Winners All!

Hope maintained its winning reputation in fall sports once again this year as no team finished worse than second in Michigan Intercollegiate Athletic Association (MIAA) competition.

The soccer team won the MIAA championship outright while the cross country team shared the crown with Calvin. The football team finished second while the golf squad tied for runnerup honors. The field hockey team had an excellent season while the volleyball team finished third in the WMIAA.

The Dutchmen took a commanding lead in the MIAA all-sports race after fall competition. Hope has 42 points followed by Albion with 30, Kalamazoo 25, Calvin 23, Adrian 20, Alma 15 and Olivet 13. Hope is bidding for its first MIAA all-sports championship since 1966-67.

## CROSS COUNTRY

The Dutch harriers maintained their reputation as the most successful team in any sport in the college's history by winning their fifth straight league championship. The only blemish was that the Dutchmen were forced to share the crown with Calvin. The Knights defeated Hope in a season-opening dual meet, ending the team's consecutive winning streak at 24. The Dutchmen, coached by Bill Vanderbilt '61, regrouped and went through the remainder of the schedule undefeated, including a rousing triumph over Calvin in the league meet.

Seniors Lou Hoekstra of Parchment, Mich. and George Moger of Simsbury, Conn. and sophomore Dick Northuis of Grand Haven, Mich. were named to the all-league team.

Moger was selected by his teammates as most valuable while Matt McNally, a junior from Bernardville, N.J., was chosen most improved.

## FIELD HOCKEY

The field hockey team posted an excellent 8-3-1 overall record and second place finish (5-1) in the WMIAA under first year coach Anne Dimitre '76.

Karen Hartje, a senior from Glen Cove, N.Y., and Sue Gebhart, a junior from St. Louis, Mo., were named to the Great Lakes all-star first team for the third straight year. Together they provided the bulk of the team's offensive attack with Hartje scoring 13 goals and Gebhart 10.

Hartje was selected by her teammates as the

most valuable player while Wendy Knecht, a sophomore from Silver Springs, Md., was chosen most improved.

## FOOTBALL

The football team finished as the second highest scoring squad in the college's history enroute to a 6-3 overall record. The winning season was the sixth straight for the Dutchmen, tying the previous college record for consecutive campaigns above the .500 mark. The Hope teams of Alvin Vanderbush had six straight winning seasons from 1946-51.

Senior quarterback Mark Boyce of East Grand Rapids, Mich. established a school record for career touchdown passes (33) while freshman Greg Bekius of Whitehall, Mich. set a new single season mark for extra point kicking accuracy behind a perfect 21 for 21.

The team's final win of the season marked the 50th for coach Ray Smith. His teams in eight years have posted an excellent 50-20-2 record, a winning percentage of 71%.

Hope ended the season with a four game winning streak after snapping a mid-season slump that saw the team lose three straight. A highlight of the campaign was the 21-18 victory over Wabash College of Indiana. It was the only loss of the season for the Hossiers who went on to finish second in the NCAA Division III national championship.



## SOCCER

Six Hope players were named to the all-MIAA team. Named to the offensive honor squad were center David Zessin, a senior from Detroit, Mich.; tackle Craig Groendyk, a sophomore from Jenison, Mich.; tight end Jim Holwerda, a senior from Grand Rapids, Mich.; quarterback Mark Boyce; and fullback Bill Blacquiere, a junior from Kentwood, Mich. Senior back Todd Harburn of Flint, Mich. was the lone Dutchman named to the defensive honor team.

Blacquiere was voted the most valuable player on the football team. Mike Skelton, a senior from Crosswell, Mich., was named recipient of the Allen C. Kinney memorial award which is given by the coaching staff for maximum overall contribution to the team.

## GOLF

The golf team was forced to be an MIAA bridesmaid for the second year in-a-row. Adrian won its first MIAA golf title ever while the Dutchmen shared second place with Albion.

Under first year coach Doug Peterson '77, the Dutchmen posted a 4-2 league dual meet record.

Sophomore Lou Czanko of Kentwood, Mich. was named to the all-league team after finishing runnerup in the conference tournament. Czanko was also medalist in the Purdue-Calumet University tournament for the second year in a row.

The highest scoring Hope soccer team in history powered the Dutchmen to the MIAA championship and a school record twelve wins.

It was the first league soccer championship for coach Glenn Van Wieren '64 who has been rebuilding the program since taking over in 1973.

The team won nine of 10 league games and were 12-3, including a first-time victory over Michigan State University (2-1). The team out-scored its opponents 49-18, also a school record.

Five Hope players were named to the all-MIAA team. They were sophomore Jim DeJulio of Albany, N.Y., junior John Clough of St. Louis, Mo., junior Juan Ramirez of Holland, Mich., sophomore Gary Hutchins of Flint, Mich., and junior Renze Hoeksema of Holland, Mich. Hutchins was elected the most valuable player by his teammates.

## VOLLEYBALL

Both the junior varsity and varsity volleyball teams finished third in the WMIAA tournament. The varsity went on to finish fifth in the state tournament.

Senior Sharon Kooistra of Wyoming, Mich. was named most valuable player for the third consecutive year while Jean Wilkening, a sophomore from Grand Rapids, Mich., was selected most improved.



# Presidency...Uganda...the Press

## President Turns Professor

Several hundred Hope College students had an unusual teacher on Oct. 4. Former U.S. President Gerald R. Ford stepped out of his limousine and into the classroom, giving political science and business students the unique opportunity of asking questions of a man who less than a year earlier had been directly affecting the course of U.S. history.

Ford's reception at Hope was warm and enthusiastic. Students lined the Pine Grove sidewalk to shake Ford's hand and wish him well as the official entourage proceeded from the President's House to a Withers Hall lecture room.

Ford's visit to Hope was part of a three-day tour of Western Michigan colleges sponsored by the American Enterprise Institute. Rather than delivering a public lecture, the former President chose to conduct two informal sessions with less than 200 students in each. Participants fed questions to Ford at a steady pace. Ford decided to forgo a stage and podium and simply stood before students to answer their questions.

Ford told Hope students he thinks a compromise must be made between the issues of clean air versus profitable plant operation, that the Panama Canal Treaty should be ratified, that he subscribes to President Carter's belief that an energy crisis is "the moral equivalent of war" and that there has been too much public diplomacy since Carter took office.

Students were generally impressed with the thoroughness of Ford's responses. Said one: "The media never let us know how intelligent he was."

## Ugandans' Plight

Americans could help bring about the demise of President Idi Amin by boycotting Ugandan coffee and by ousting Amin's diplomatic representative in Washington, said Uganda Freedom Union Spokesman Godfrey Binaisa in a lecture at Hope during the College's Black Awareness Week in early November. Binaisa is a former Ugandan lawyer who fled his homeland almost two years ago. He was recently admitted to the New York Bar Association.

Binaisa said if the U.S. would employ isolation measures against Amin it could "help to create a situation where Ugandans may be able to bring about changes themselves."

He cited Uganda's century-long Christian tradition and its people's "very conservative, authority-abiding" nature as reasons Amin has not thus far been internally overthrown.

Discussing his long-time acquaintance with Amin, Binaisa said: "The comical side of his nature hides the viciousness with which he deals with any threats to his power."

Binaisa claimed that 200,000 Ugandans have been murdered by Amin and that "there's not a single educated Ugandan who hasn't lost someone they love."

Binaisa himself was told by Amin he would be shot in public as a traitor for looking after Israeli construction interests after relationships had been severed with that nation. Although Binaisa managed to convince the President of his loyalty, he was certain he should attempt escape as soon as possible.

The opportunity came when registrations began to dwindle for a 1975 conference of British Commonwealth lawyers scheduled to be held in Uganda. Amin asked Binaisa what could be done to insure that the conference, which was expected to bring \$2 million into the country, would be a success. Binaisa offered to go to London to promote the event.

"So I left Uganda in first-class style in broad daylight with a one-month allowance in my pocket. And I never went back."

Binaisa's wife and seven children were smuggled into Kenya. The family was just recently reunited in America. "I'm thankful to be alive," he said but added that he hopes to someday return to Uganda.

"Before Amin, Uganda was a flourishing country with a highly viable economy... I miss it."



## Press Freedom at Stake

"Americans don't fully know what's going on when we talk about protecting sources. They think it means ego or big money or just some hotshot reporter getting attention," said former CBS newsman Daniel Schorr in his public lecture at Hope College on Nov. 7.

"When a reporter is forced to reveal his sources, sources will dry up for every reporter and we'll have no more leaks—and then we will go back to having Watergates."

Schorr ended a 23-year career with CBS last fall when he resigned following a controversy over his leaking the secret Pike Committee Report on CIA and FBI abuses.

He obtained the document through a confi-

dential source. The day before its scheduled release, the House of Representatives voted to suppress the report.

"But as I see it, when information reaches me, it's out," said Schorr.

He soon realized that he had "the only copy of this report in the free world" and approached CBS for publication. When they declined, Schorr had the Pike Report published in *The Village Voice*.

A massive House investigation into leaks to the press followed and Schorr was subpoenaed and asked nine times to identify the person who had provided him with the Pike Report. Finally, Schorr said that the House committee found it didn't have enough votes on the floor to support a contempt charge and the matter was dropped.

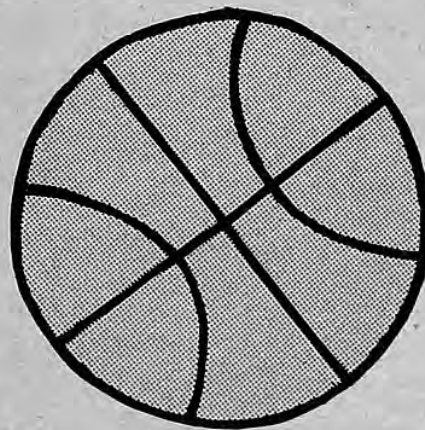
Meanwhile, Schorr had been suspended from his position with CBS. "When you work for a large corporation, they deeply resent your acting as an individual," he said.

Recently described by *Newsweek* as "something of a martyred defender of the First Amendment faith," Schorr told his audience that freedom of the press is "not so much a reporter's right to write, but a public's right to know."

The 61-year-old veteran reporter has been lecturing and writing since his forced retirement. His book *Clearing the Air* will be released this year.

# Homecoming in February?

## That's Right!



Your Alumni Board felt that a year is too long to wait between Homecoming celebrations.

"Do something about it!" they implored.

"Why not celebrate again in February?" asked alumni director Vern Schipper.

"Why not!" reacted the directors.

So alumni friends here it comes, ready or not. Homecoming in February! It isn't meant to replace the traditional fall Homecoming festivities, but it's just another good reason for Hope alumni and friends to join together for fun and frolic.

### SATURDAY, FEBRUARY 11

- Club meetings, forums & luncheons
- Basketball vs. Olivet, 3 p.m.
- Alumni cheerleaders
- Post-game jazz concert and reception
- Buffet dinner



## '10s

**Richard Telinde '17**, M.D., Lutherville, Md., is emeritus professor of gynecology at Johns Hopkins University and emeritus chief gynecologist at Johns Hopkins Hospital.

## '20s

**The Rev. Anton A. Schermer '25** is retired in Morrison, Ill. He has preached 14 Sundays this year and is active in teaching an adult Sunday school class. He also conducts a monthly service in a rest home.

**Alice Van Hattem '28 Jones** and her husband Benjamin are embarking on the chicken-raising business in Honduras, Calif. She is a retired high school librarian.

## '30s

**Harold Seekamp '34** has been elected president of the Arts Club of Louisville, Ky. for 1977-78.

**Dr. Ronald B. Visscher '34** is a group leader for Procter and Gamble in Cincinnati, Ohio.

**Virginia Freligh '38**, Schenectady, N.Y., recently retired after 35 years of service with General Electric.

## '40s

**The Rev. Calvin Malefyt '46**, pastor of the University Reformed Church of Ann Arbor, Mich., recently returned from Russia where he had been serving as Protestant chaplain to the diplomatic community in Moscow.

**Jack Barendse '48**, principal of Peach Plains Elementary School in Grand Haven, Mich., plans to retire at the end of this school semester. He has been with the Grand Haven district 22 years and worked in public education 30 years. Jack was recently awarded a plaque by the Michigan Association of Elementary School Principals, naming him "Principal of the Year of Region 12," composed of 120 elementary schools.

**The Rev. Dr. P. James Van Dyke '49** was installed as pastor of Ganado (Ariz.) Presbyterian Church last September.

## '50s

**John Linton '50** has accepted a position as director of mechanical and electrical engineering with Roy G. French Associates, Inc., architects and engineers in Port Huron, Mich.

**Wynetta Devore '51**, Somerset, N.J., is a professor in the field of social work at Kean College and an adjunct professor at Rutgers University. She is also working toward her Ed.D. at the School of Education at Rutgers.

**U.S. Representative Guy Vander Jagt '53** recently appeared as a guest on "Hour of Power," the televised broadcast of **Dr. Robert H. Schuller '47**.

**The Rev. Norman Ratering '54** is pastor of Bethel Reformed Church, Aplington, Iowa.

**The Rev. Robert A. Winter '57**, rector of the St. Thomas of Canterbury Episcopal Church, Greendale, Wis., was recently re-elected to a three-year term as Dean of the Kemper Deanery (seven parishes) of the Diocese of Milwaukee. He was also elected to the standing committee of the Diocese at its recent council. A member of the Department of Missions, Robert also serves as chairman of the Mission Strategy Committee. His wife **Penny Morse '72** has established a program for learning-disabled students at Greendale High School and has established an all-purpose remedial program. Penny also serves on the youth commission for the Episcopal Diocese of Milwaukee.

**Dr. Gary TerHaar '58**, Baton Rouge, La., has been promoted to director of the toxicology and industrial hygiene department of Ethyl Corporation. Most of Gary's 15 years with Ethyl have been concerned with environmental matters related to the use of lead and manganese in gasoline.

## '60s

**Marshall '60 and Jacqueline Peelle '62 Elzinga** are living in Wading River, N.Y., where Marshall is a biologist at the Brookhaven National Lab. He is studying the molecular mechanism of muscle contraction. Marshall's research is supported by grants from the National Institute of Health, the National Science Foundation and the American Heart Association. He was recently appointed to the editorial board of the *Journal of Biological Chemistry*. Jacqueline is playing the string bass in both the Bellport Chamber Orchestra and the Stony Brook University Orchestra.

**Dr. Marvin Petroelje '60** is teaching world history in the community education program of the Shelby (Mich.) public schools. He formerly served as professor of history and political science at Northwestern College, Orange City, Iowa.

**Barbara Wood '61**, M.B.A., is a systems analyst with Bechtel Power Corporation, San Francisco, Calif.

**Dr. Stephen Havlicek '63 and Dr. Mary Dykstra '63 Havlicek** are living in Kennesaw, Ga., where Stephen is senior research scientist at Georgia Tech's engineering experiment station and director of several environmental chemistry research projects. Mary is assistant professor of chemistry at Floyd Junior College, Rome, Ga.

**Roderick MacRae '63** is supervising analyst for New York Telephone in New York City.

**John Mooshie '63** has opened his own advertising agency in Tallahassee, Fla.

**Kenneth Musser '63**, Emmaus, Pa., recently had his first book, *Savings, Compound Interest and*

*You*, published by Carlton Press. The book covers personal finance and offers a step-by-step outline helpful in saving toward a secure future. Kenneth has taught business administration at the University of Georgia.

**Marilyn Reed '64 Boling** is living in Kalamazoo, Mich. Her husband, Ron, is teaching 5th grade in Portage. They are leaders of their church's senior high youth fellowship.

**Dr. Gary Hieftje '64**, Bloomington, Ind., presented a paper at the seventh international conference on atomic spectroscopy in Prague, Czechoslovakia, last September. He has also co-edited a new book *Contemporary Topics in Analytical and Clinical Chemistry*.

**Dr. Frederick Wezeman '64** is a staff member of the department of pathology and director of graduate medical education at Michael Reese Medical Center in Chicago, Ill.

**Jack Cook '65** recently became a partner in the law firm of Phillips, Babbitt, & Cook, P.A., West Palm Beach, Fla.

**Shirley Bouwman '65 Van Hoeven**, assistant professor at Western Michigan University, recently gave a presentation "Theory Versus Practical Application: The Widening Gap in Teacher Education" to the Speech Communication Association, Washington, D.C.

**Alfred Clymer '66** was recently appointed account manager, Federal Government for General Telephone Co. of Florida. He is also the 1977-78 president of the Interbay Rotary Club in Tampa.

**Martha Hallquist '66 Mollema** is a teacher in Kalamazoo, Mich.

**Robert Reynen '66**, Ridgewood, N.J., is vice president in charge of the employee benefits department of DeLanoy & Kipp, an insurance company.

**The Rev. Dave '66 and Sharon Riegerink '67 Grissen** are involved in an evangelistic-discipling ministry in Vienna, Austria.

**Nancy Erickson '67** is living in a house church community in Brooklyn, N.Y.

**Dr. Charles Postma '67** has been promoted to associate professor of education at Ashland (Ohio) College. He has also been appointed editor of *Review*, the journal for the Ohio Council for the Social Studies.

**Theodore Van Dam '67**, M.D., is practicing internal medicine in San Clemente, Calif.

**Linda Ashe '68 Cuba** is teaching reading and English as a second language at Pine Hill High School, Ramah, N.M. The school is a branch of the Navajo reservation.

**Hudson Soo '68** is principal of Kung Lee College, an Anglo-Chinese secondary school in Hong Kong. It is a church-related high school and one of 14 schools operated by the Church of Christ in China.

**Gordon DePree '52** was the college's second principal.

**John '68 and Eleanor Wybenga '68 Renwick** are living in East Lansing, Mich., where John has been promoted to lead systems programmer in the M.S.U. computer laboratory. Eleanor is a realtor-associate.

**Robert W. Veldhoff '68**, M.B.A., was recently awarded the professional insurance designation Chartered Property Casualty Underwriter (CPCU) at national conference ceremonies in San Francisco. Robert is the chief commercial lines underwriter in the Minneapolis office of The Sentry Insurance Group.

**Lawrence '69 and Sally MacBarron '69 Metzger** are living in Fairfield, Conn. Larry has been named

## Endowed Vanderbush Scholarship Grows

\$6,700 has been raised toward a \$10,000 endowed scholarship fund to recognize former Coach Al Vanderbush '29, a member of the political science department faculty from 1945-1972.

The fund was established last spring by members of Hope's 1951 MIAA co-championship football team—Gene Nyenhuis, Ron Schipper, Jack VanderVelde and Fred Yonkman, all members of the Class of 1952. (Rumor has it that Kate VerMeulen '53 Yonkman originally came up with the idea and passed it along to the four former grid-ders.)

"Coach Al Vanderbush was the one most responsible for making our undergraduate days so significant and unforgettable. He is an outstanding individual. Many of us recall ways in which he influenced and even changed our lives," said a spokesman from the group.

"We felt that every athlete who knew Coach Al would want an opportunity to show gratitude to him."

The Alvin W. Vanderbush Student Athlete Award will be given each year to a sophomore, junior or senior who has demonstrated both academic and athletic competence.

Contributions may be sent to The Alvin W. Vanderbush Student Athlete Award, Hope College, Holland, Mich. 49423.

## Hoekstras Accept Unique Mission Outreach Challenge



The Rev. Harvey Hoekstra '45 and wife Lavina, a veteran missionary couple, have been assigned by the Reformed Church in America to Portable Recording Ministries, Inc., based in Holland, Mich.

The Hoekstras will travel to various countries to provide on-location technical help in establishing effective tape ministries to bring the Bible's message to unreached people.

The first field project under this program is scheduled for January through March, 1978, and will involve Ghana, the Cameroons and India. The Hoekstras will be working with people chosen by the national churches.

The Hoekstras have given 26 years of service as missionaries in the Sudan and Ethiopia. Mr. Hoekstra was elected vice president of the RCA General Synod last June. He recently completed his dissertation for the doctor of missiology program at Fuller Theological Seminary.

In 1975 he was recipient of the Hope College Distinguished Alumnus Award. The couple has six children.

assistant treasurer of Mechanics & Farmers Savings Bank is Bridgeport.

**Mary Whitney '69**, M.S.W., is a faculty member of Michigan State University School of Social Work.

## '70s

**Kenneth Austin '70**, assistant professor of music at Anderson (Ind.) College, played lead trumpet with the Christian gospel group "Truth" on a 9,000 mile tour of the U.S. this past summer. He also serves as principal trumpet with the Anderson Symphony Orchestra. From 1973-75 Ken was professor of trumpet at the National Conservatory of Music in Bogota, Colombia.

**Kathleen Buurma '70** is a missionary language student at Rio Grande Bible Institute, Edinburg, Tex. After three months of additional training with the Christian Service Corps in Washington, D.C., Kathleen plans to serve as an elementary school teacher in Shell, Ecuador.

**Christine Hansen '70 Silva** is a substitute teacher in Alaska's first city, Ketchikan.

**Laura Mumford '71**, M.D., is a senior assistant resident in internal medicine at the University of Chicago hospitals. Starting in July, 1978, she will be a fellow in the field of infectious diseases.

**Raymond '71 and Barbara Tintle '72 Schofield**, West Milford, N.J., are both employed in the eastern home office of the Prudential Insurance Company of America.

**Gary Van Kempen '71**, Ph.D., is teaching chemistry at Lansing (Mich.) Community College.

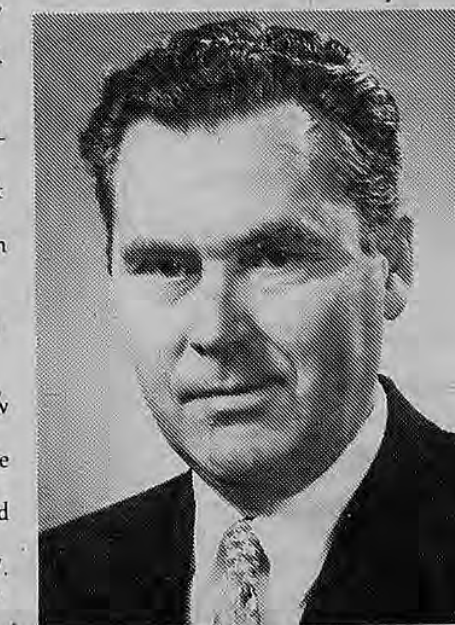
**Bob Cooper '72** is with Van't Hof, Snell, and Vana attorneys in Grand Rapids, Mich.

**Marianne Schaefer '72 DeVree** has been promoted to manager of the bookkeeping and proof department of Heritage Bank of Country Club Hills, Ill., where she has been employed for the past 4½ years.

**Linda Draft '72** has been appointed a lecturer in physical education and as an assistant to the athletic director at the University of Wisconsin. She will also coach the women's volleyball team and the women's softball squad.

**Martin Grit '72** and his wife, Diane, are living in Longmont, Colo., where Martin is a CPA with Brock, Cordle, and Assoc. He was promoted to a senior staff member last december.

## Preston Stegenga Named United Nations Development Consultant



Preston J. Stegenga '47, Ph.D., has been appointed a consultant for the United Nations Development Program. He is director of the International Center at California State University, Sacramento.

United Nations consultants are periodically assigned to evaluate UN projects in developing countries throughout the world. Stegenga will specialize in international higher education projects.

Stegenga has served as director of the CSUS International Center since 1968. He was previously assigned by the United States Agency for International Development as advisor to the president of the University of Liberia in West Africa. He also serves as a consultant on international education for the American Association of States Colleges and Universities. From 1955-66 he was president of Northwestern College, Orange City, Iowa.

He holds the M.A. degree from Columbia University and the Ph.D. from the University of Michigan.



sion on Advanced Dental Testing in Ohio last August. In addition, she plays the viola with the St. Louis Philharmonic.

**Zuellen Marshall '74** is teaching Spanish and music at the University Liggett High School, Grosse Pointe Park, Mich.

**Judy Miersma '74** is teaching 2nd grade in New Gronigen School, Zeeland, Mich.

**Beverly Myer '74** is teaching Spanish at Grand Rapids (Mich.) Baptist Academy.

**Louis Walvoord '74** is teaching senior high vocal music at Williamson (N.Y.) Central School. Her husband Frank is head golf professional at Riverton Oaks Golf Course in Henrietta.

**Diana Apsey '75** is teaching math at Rogers High School in Michigan City, Ind.

**Jan Brevick '75** is teaching 1st grade at Whitehall (Mich.) Elementary School.

**Gordon '75 and Susan Kerle '74** Callam are living in Jackson, Mich., where Gordon is an accountant with Ernst & Ernst and Sue is substitute teaching. She formerly taught 3rd grade for three years in the Hale, Mich. schools.

**Phil Ceeley '75, M.B.A.**, is working for Virginia Chemicals, Inc., and living in Norfolk.

**Mary Jane Myers '75** Davidson is teaching elementary music in the Hilton public schools, near Rochester, N.Y. She also teaches piano and theory at the Hockstein School of Music, a local community school, and is working toward her master's at the University of Buffalo.

**Raymond Fitch '75** is a 7th-grade English teacher for the Rochester (N.Y.) city school district.

**Debra Frifeldt '75** Hinchman is living in Mare Island, Calif., where her husband Steve has been commissioned with the Navy Civil Engineer Corps.

**Glenn '75 and Ruth Muyskens '76** Swier are directors of the Hillside House Christian Center for Servicemen in Seoul, Korea. They serve as group leaders, counselors, teachers, recreation therapists and social workers.

**Jody Japinga '75** Syens is attending graduate school at the University of Wisconsin.

**Mary Lee Wilkinson '75** has accepted a position at Mary Free Bed Hospital in Grand Rapids, Michigan. She recently interned at Michael Reese Hospital in Chicago and Elizabethtown Center for Youth in Pennsylvania to complete her physical therapy certificate program from Ohio State University.

## Oooops, we missed a couple

Hope College is proud to have on its campus two additional generation students, who were inadvertently omitted from our listing in the last *News from Hope College*:

**Jeff Verbeek** of South Haven, Mich., son of John G. '58 and Margery Addis '56 Verbeek, grandson of John J. Verbeek '26; and **Susan Van Eenenaam** of Grand Haven, Mich., daughter of John '51 and Marianne Wierks '56 Van Eenenaam, granddaughter of Harold '24 and Mary Boer '24 Wierka, great-granddaughter of the late Nicholas Boer '97.

The Alumni Office provides "Career Corner," a want ad service for alumni seeking employment.

Alumni who are available for permanent jobs are invited to submit up to 50-word ads describing their qualifications. These ads will be printed anonymously and without charge in "News from Hope College" and "The Hope College Magazine."

Prospective employers may respond to the Alumni Office, referring to the ads by number. We will then match the employer with your name and address and also furnish you with the employer's name and address. From there, you're on your own!

The receipt of ads will be acknowledged. Ads will be printed as soon as possible after we receive them. "News from Hope College" and "The Hope College Magazine" are published a total of seven times per year.

Ads will be printed twice unless we receive a stop-order. They may be resubmitted.

If you have a job opportunity for any of the following employment seekers please contact the Alumni Office today.

**Robert Ambrose '76** is system-wide band director for the Buchanan, Mich. community school system.

**Nancy Tromp '76** Booi is teaching 3rd grade at Pine Run Elementary School, Chalfont, Pa.

**Ronald '76 and Dawn Erickson '77** Brown are living in West Lafayette, Ind., where Ron is studying for his degree in chemical engineering and Dawn is working as a reading aide in the Lafayette school system.

**J. Christian Clemmens '76** is finishing her M.A. in art history at Pennsylvania State University.

**Carol Cook '76** recently accepted a teaching position in Taiwan. She was formerly history department secretary at Hope College.

**Paul Fowler '76** is an electrical engineer for Macbeth Corporation, Newburgh, N.Y.

**Mark '76 and Nancy Ball '76** Halvorsen are in master's programs in marriage, family, and child counseling at Fuller Theological Seminary, Pasadena, Calif.

**Rita Henrickson '76**, Kalamazoo, Mich., is director of volunteer activities and activity therapist at the Battle Creek Mental Health Clinic. She is also in the public administration graduate program at Western Michigan University.

**David James '76** is teaching English at Saugatuck (Mich.) High School.



The Rev. Dr. John R. Walchenbach '57 has been named executive secretary for program for the Reformed Church of America. He is presently pastor of Second Reformed Church in Pella, Iowa.

Walchenbach is a graduate of New Brunswick Theological Seminary and holds the Ph.D. from the University of Pittsburgh, where he studied under the respected John Calvin scholar, Ford Battles.

Walchenbach is co-author of the book *An Analysis of the Institutes of the Christian Religion of John Calvin*, published in 1972.

He has served congregations in the Reformed Church and the United Presbyterian Church. A native of Paterson, N.J., he is married to the former Patricia Ellen Richardson. They have two children.

**Marilyn Rathbun '76** Koedyker and her husband John are employed by the General Program Council of the Reformed Church in America to serve as missionaries with the Church of Japan.

**Kate Solms '76** is a clerical/research assistant for the Netherlands Museum Archives, Holland, Mich. Next fall she plans to study toward her master's in British literature at the University of Chicago.

**Susan Vincent '76** is studying advanced secretarial work and business procedures at Southampton (England) College of Technology.

**Lenann Williams '76** is working as a bank teller in Edina, Minn., and active in the Edina ABC Foundation. With **Mary Staal '77**, she serves as resident director in a house of eight teenage girls who have come to Edina to attend high school.

**Becky Badman '77** is teaching 1st grade at Elm Street School, Phoenix, N.Y.

**Mark '77 and Lydia Huttar '76** Brown are living in Ann Arbor, Mich., where Mark is studying toward the master's degree in electrical engineering and Lydia toward the master's in German at the University of Michigan.

**Carlos Carus '77** is studying international law at the University of Miami and working for a brokerage firm.

**Elizabeth Elliott '77** is studying toward her master's degree in family studies at Michigan State University.

**Marsha Knaup '77** is employed at St. Mary's Hospital in Grand Rapids, Mich.

**Sarah Koeppel '77** is a kenowriter at Harvey's Resort Hotel and Casino, South Lake Tahoe, Calif.

**Jim '77 and Wendy Smith '76** Lampert are living in Columbus, Ohio, where Jim is a branch representative for Thorp Finance, a subsidiary of ITT.

Wendy is working in the purchasing department of Jeffrey Manufacturing.

**Jane Leedecke '77** is a 3rd grade teacher in the Orangeburg (S.C.) School District #5.

**Jean Lineweaver '77** is a social worker in Fennville, Mich.

**Declan McNamee '77** is a San Francisco Bay territory salesman for the veterinary products division of Upjohn Company.

**Hank Shadwell '77** is working with delinquent youths who are wards of the court at Christian Haven Homes, Wheatfield, Ind.

**Julie VanWyk '77** is a VISTA volunteer at Sargus Juvenile Detention Center in St. Clarisville, Ohio. She is involved in a tutorial program for the residents.

**Nancy Warren '77** is a science teacher with Wesleyan World Missions, Caparra Heights, Puerto Rico.

## Grads Overtake Yale

Seven Hope alumni doing graduate work at Yale University have formed their own mini alumni group. Jim Beran '75, Bob Luidens '76 and Glenn Wagner '75 are enrolled in Yale Divinity School, Kevin Eckhart '75 is doing graduate work in history and Richard Hoeksema '77 is studying geology and geophysics. Nancy Oosting '75 Wagner and Mary Koeppel '76 Luidens are also among the group. Mark van Voorst '75, a divinity student at Princeton University, reports that there are also 11 Hope alumni enrolled there.

## deaths

**The Rev. Frank A. Huff '25** died on Nov. 4, 1977 in Boonton, N.J.

A retired RCA pastor, Rev. Huff served churches in New York and New Jersey.

He is survived by his wife, Marian.

**Gertrude Hoekje '12** Stegeman died on Sept. 28, 1977 in Orange City, Iowa. She was 86.

After graduating from Hope College, Mrs. Stegeman earned her master's degree in Latin from the University of Michigan. She then taught in the Fremont and Holland (Mich.) high schools.

After marrying the Reverend Henry V. E. Stegeman '12 in 1917, she and her husband left for service as missionaries in Japan. Dr. Stegeman served as president of Yokohama from 1936 until the fall of 1941, when the threat of war forced the couple to return to the United States.

Dr. and Mrs. Stegeman both taught at the Orange City Academy, the predecessor of Northwestern College. After Dr. Stegeman's death in 1954, Mrs. Stegeman continued to live in their Orange City home until she entered the Heritage House Nursing Home in May of 1975.

She is survived by several nieces and nephews.

**John Ross Stephens '50** died on Nov. 2, 1977 in Elkhart, Ind. as a result of multiple myeloma. He had been a hospital patient for three months.

Mr. Stephens formerly served as an associate research chemist with Miles Laboratories, Inc. in Elkhart.

**Thomas Van Zanden '29** died on Sept. 30, 1977 in St. Paul, Minn.

Mr. Van Zanden formerly served as an assistant regional supervisor of plant pest control with the U.S. Department of Agriculture.

**Harold A. Lubbers '22** died on Nov. 19, 1977, in Horseshoe Bend, Ark. He was 78.

Born in Ceder Grove, Wis., he was the son of the late Anthony and Wilhelmine Hysink Lubbers. In 1931 he married Alice May Reid of Chicago.

He was employed by the American Can Company and lived throughout most of his life in Wisconsin. He retired in 1967.

Mr. Lubbers was a member of the Horseshoe Bend United Methodist Church, American Legion of Horseshoe Bend, Methodist Mens Club, American Can Retirement Organization and was a charter member of the Kiwanis at Horseshoe Bend.

He is survived by his wife; one son, Fredrick Malvern Reid; one daughter, Barbara Lubbers '55 DePree; three brothers, Irwin Lubbers '17, Raymond Lubbers '13 and Melvin Lubbers '27; also four grandchildren and two great-grandchildren.

## career corner

**113** 1971 graduate. Biologist with four years experience in public health work in the tropics. Has done extensive work in the epidemiology and bacteriology of cholera, enteric fevers and gonorrhea. Is interested in further work in the biological sciences including research into the design and the production of scientific equipment.

**114** Former social worker, BA '67, desires change of career due to relocation to west coast. Has had years of experience hosting international visitors and desires a career in diplomacy, hospitality or employment as companion/social secretary. San Francisco area only.

**115** 1949 graduate whose job objective is to utilize years of experience and education in service and ministry to the elderly. B.D., B.A., 12 years in the pastoral ministry, nine years in food service, business management, some accounting. Desires management position in retirement home, convalescent home or related field. Will relocate.

**116** Math major, '77 graduate, desires position as actuarial assistant but will consider related employment. Has presented papers to Michigan Mathematical Association. Score of 37 (verbal) and 20 (math) on actuarial aptitude test. Grade of 10 on first actuarial exam. Willing to relocate.

**17** 1972 graduate. One-time theatre major has found right career: computer programmer and systems analyst with solid background and business experience in BASIC, now in the midst of COBOL preparation. Logical and imaginative. Will go anywhere; prefer urban center.

**118** 1969 graduate desires counseling position at the college level or as an industrial personnel officer. Job placement officer during summer of 1970. Employed with Mutual of N.Y. Insurance Co., 1973-75. Rutgers University counselor in 1974. M.A., Princeton Seminary, 1971 and M.A., Rutgers University, 1974.

I am job hunting and would like to have the following want ad appear in the next Hope College publication:

\*No more than 50 words

\*Please type

Name \_\_\_\_\_ Year \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone Number \_\_\_\_\_

Mail to: Alumni Office, Hope College, Holland, MI 49423



inside  
 Why Hope?—3  
 Moments to Support—4  
 Pepe Teaches—10  
 Chances for Aid—11  
 Winners All!—12  
 Professor Ford—13

PUBLISHED BY THE HOPE COLLEGE OFFICE OF COLLEGE RELATIONS

# Hope College

Second Class postage paid  
 at Holland, MI 49423  
 and additional offices of entry

Vol. 8, No. 4  
 Nov-Dec.  
 1977

## God With Us

Against the pattern of routine come shocks  
 Of miracles we'd thought were past, absurd—  
 Those speaking asses, waterspouting rocks  
 Are things we rather wish had not occurred:

The patient shepherds circling their flocks,  
 Called to see the child no father fathered,  
 Might understandably have been excused  
 (their sensibilities and ours infused)  
 If they had said they'd rather not be bothered.

But here again the miracle of birth,  
 The fatherhood of son, the living word  
 Among us lives. In birth we find his death,  
 In death discover birth, and every breath  
 Of every creature signals through the earth

His presence. This is the consequential hour,  
 This earth the place we keep; and in it lies  
 Our work, his love made real. We see his power,  
 God with us in the Christ-crossed skies.

R. Dirk Jellema

R. Dirk Jellema was awarded second place in the poetry category in the 1976 Evangelical Press Association awards competition for his Christmas poem, "God With Us."  
 Jellema, who serves as chairman of the English department, has been a member of the Hope faculty since 1964. He has been responsible for introducing into the curriculum courses in advanced creative writing and modern poetry.

Copyright © 1976 by Wm. B. Eerdmans Publishing Co. Reprinted from *The Reformed Journal* December, 1976. Used by permission.

